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ABSTRACT

This study represents one principal's effort to develop a school climate of teaching and learning to improve academic achievement for students at Intermediate School 158, Bronx, New York. In this program the staff was encouraged to create a diversity of learning environments related to the learning styles of pre-adolescent inner-city youth. Individual teaching styles were also considered. Teachers were given responsibility for selecting instructional methods. The study outlines the problems of the project, sets forth goals and objectives, describes the implementation process, and reports on the outcome of this one-year experimental project. Many of these outcomes resulted in positive learning experiences for students. A detailed analysis of negative outcomes is provided along with suggestions for improvement of the program. (Author/AM)

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ED135891

CREATING A DIVERSE TEACHING AND LEARNING ENVIRONMENT AT AN INNER CITY MIDDLE SCHOOL

by Charles L. Dunn'

Submitted in partial fulfillment of the
requirements of the National Ed. D.
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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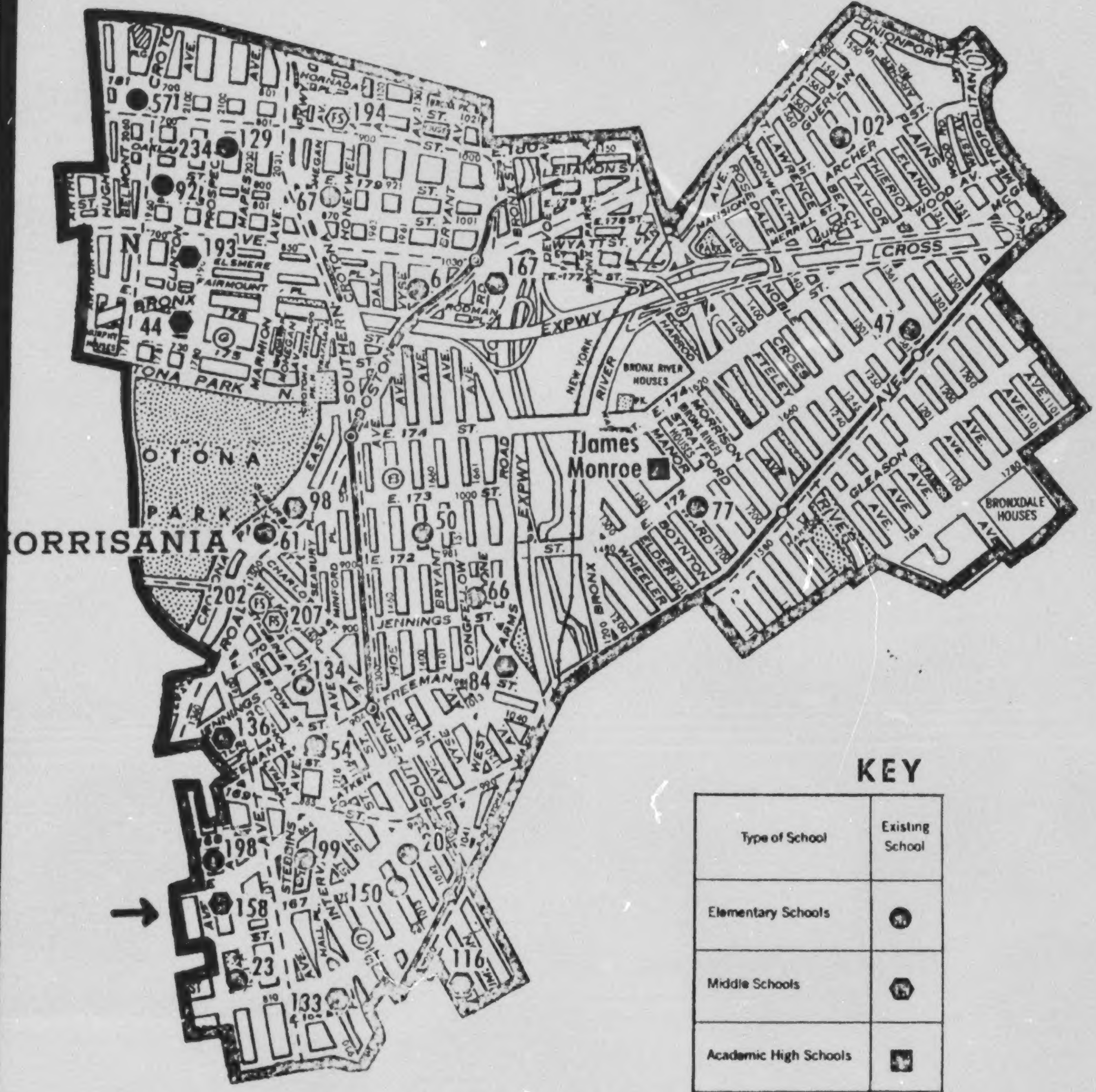
Maxi II - Practicum
New Uork Cluster
Submitted: 1976

'Principal, I.S. 158
Bronx, New York

COMMUNITY SCHOOL DISTRICT 12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BRONXDALE HOUSES
James Monroe
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HONEYWELL
MAPES
CLINTON
BELMONT
PROSPECT
MARMION
FAIRMOUNT PL.
ELSMERE
HORNADAY PL.
WEST FARMS
SOUTHERN
INTERVALE
STEBBINS
WESTCHESTER
CHARLOTTE
SEABURY PL.
MINFORD
ALDUS ST.
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92
193
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194
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202
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136
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198
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150
158
23
116
133

KEY

Type of School	Existing School
Elementary Schools	●
Middle Schools	⬢
Academic High Schools	■
Vocational High Schools	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ, etc. Early Childhood Centers

(FS) Future School site authorized, not yet funded for construction

⊗ School building used for administrative purposes

○ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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Foreword

In February 1974, the writer of this practicum was appointed principal of Intermediate School 158, Bronx, New York. I.S. 158 was a new school still under construction and was not scheduled for occupancy until September 1974. At the time of his appointment, the writer was principal of C.S. 34, an upper-grades elementary school located in the same school district.

This practicum, "Creating a Diverse Teaching and Learning Environment at an Inner City Middle School", represents the principal's effort to develop a climate of teaching and learning which would result in a significant improvement in achievement for I.S. 158 students when compared with the achievement scores of other students in the district's middle and junior high schools.

Traditionally in New York City, principals of new schools are afforded half a school year to plan and organize their schools prior to receiving pupils. This planning time was not afforded me as principal of a new school. Although appointed in February 1974, I remained on assignment at C.S. 34 with all of the duties and responsibilities of the principal of that school. My continued assignment at C.S. 34 is significant to an understanding of the fact that in-depth implementation of this practicum was not possible prior to the opening of I.S. 158 as a school organization. Consequently, the findings reported in the evaluation do not represent the results of a full year's operation. The findings, however, show promise of the practicum's effectiveness. The program is working.

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I

ABSTRACT

This report, "Creating a Diverse Teaching and Learning Environment in an Inner-City Middle School", was prepared by Charles L. Dunn, Principal of Intermediate School 158 in New York's Borough of the Bronx. It describes a practicum in which the author and his staff attempted to create a diversity of learning environments in which the learning styles of inner-city-poverty level youth in the pre-adolescent years could be better matched with the teaching styles and strengths of faculty.

The report outlines the problems leading to inception of the project, sets forth goals and objectives, describes the implementation process, and, to the extent possible in a one-year experimental project, reports on outcomes -- both measurable and as perceived by the author and his staff. And because of time constraints and the pressures involved in opening a new, inner-city school, the report does not pretend to offer final answers. Two, three, or perhaps even more years will be required before all the answers are in.

II

INTRODUCTION

The pre-adolescent period that parallels the middle school years has come to be recognized as one of the most difficult developmental periods for the human individual. It is during this period that young people witness dramatic changes in their physiological development, become more conscious of their peer culture, experience emotional traumas leading to rebellion against adult authority, and most of all, a period during which they need consistent understanding and, sometimes, indulgent adult support.

For the adults who must interact with young people, it is a time when they must realize that the youngsters can and will think for themselves, that they cannot be directed to act without reason and understanding, that they must constantly, in a non-directive way, be encouraged to exercise their intelligence and initiative in solving their own real problems.[1]

For inner-city minority youth, the pre-adolescent period is even more traumatic than that generally experienced by non-minority youth in America today. The considered progress realized by minor-

[1] William Kuaraceus. "Working With Youth: Some Operational Principles and Youth Values", The Bulletin of the National Association of Secondary School Principals, Vol. 53, #341 (December, 1969), 63.

ities during the height of the civil rights movement, the subsequent problems created by white backlash, and the economic crises of our cities have exacerbated an attitude of futility of many of these youngsters. Failure of the system in administering to their needs and those of their families has led many of these youths to develop value systems inconsistent with those considered desirable by our larger adult population. The personal goals of these youths and routes to the achievement of those goals are often considered atypical. These young people are sensitive to criticism, have come to expect failure, and often view the positive successes of adult minority members with a jaundiced eye. The consistent failure of many minority youths to realize success consistent with white American standards has led them to develop negative self concepts and behavior that often appear to be negativistic. Recognizing these added dimensions in the personalities of minority pre-adolescent youngsters, we, as educators, must extend our plans and approaches for working with them.

I am convinced that exciting school environments can be created in an inner-city setting for pre-adolescent minority youth. The school is a social system and, as such, can foster, in a planned, comprehensive, and systematic way, conditions that support creative learning. The school environment also can support individuality in students and staff alike.

In this report, I shall offer a description of the learning environment at I.S. 158, the Bronx, New York. Admittedly, as they now exist, these learning environments are not representative of broad, smoothly functioning systems with all of their intricate and varied parts working in harmony. The process of change is slow, difficult, and often painful. What I do say, however, is that a process has begun at I.S. 158X which recognizes: (1) that there exists no one best curriculum for all pupils or staffs; (2) that no important or long range success can be realized in an educational endeavor without consideration for all aspects of a school operation; and (3) that youngsters have varying interests, and learn in various ways and under varying conditions, just as teachers differ in interests and expertise. These basic considerations have resulted in the development of a program which affords students and staff, to a limited degree, instructional/learning options.

Schools, as orchestrators of the myriad human resources necessary for development of the whole child, must now assume a position of broad community leadership. They must bring into effective play all of those resources, in and out of school, necessary for children to learn.

As schools move toward assumption of the role assigned them by society, the individual child becomes the focus of school planning. Learning ceases to be painful, but rather becomes a pleasant experience for every child. The student has available to him those supports necessary to help him succeed at his level and thus avoids the failure pattern or dehumanizing experiences which now encourage pupils to flee active involvement in the school experience. An appropriate place for every child becomes a reality.

The subsequent success of many pupils who leave school frustrated and considered academic failures, suggests that their past failures have not been due to a lack of ability but rather, that the approaches in dealing with them have been wrong. In New York City, we can look at the successes of our public school dropouts in street academies, Harlem Prep, alternative schools, and success in the world of work and view these as indicators of innate ability and academic potential. If we accept the argument that academic failure by massive numbers of Afro-American, Hispanic-American, and Mexican-American pupils has not been due to the absence of ability, then we must conclude that, as educators, we have not offered a large percentage of these pupils that which they needed to realize success in our public schools.

The failure of large segments of the pupil population underscored the need for drastic changes in the educational delivery system. An examination of the system as it generally operates in ghetto areas reveals several flaws which, by their very nature, serve to impede academic success by some pupils. Specifically, I refer to: (1) the tendency to organize classes according to ability levels; (2) teacher-dominated classroom instruction; (3) whole class lessons; (4) absence of curriculum relevancy as related to the needs, interests, and experiential levels of the pupils; (5) blocking pupils into programs; and (6) the efforts of teachers' unions to secure increased advantages for their clients which rebound to the detriment of the child.

To address the needs of the individual middle school student, our system has to change. We must offer him alternatives reflective of his particular needs, learning style, interests, wishes, and desires. Some primary components of these alternatives will be: (1) instruction by objectives; (2) cooperative problem-solving in small groups as a means of transition to independent activities; (3) use of on-going diagnosis as a guide to instructional planning; (4) organization of the classroom environment to reflect a variety of media and learning experiences; (5) degree and manner of pupil teacher inter-action, based on individual pupil needs; (6)instructional materials which reflect diversity of interests, abilities, needs, and experiences; (7)cooperative teacher-pupil planning; (8)instruction based on the cognitive style of the learner; (9)viable choices and (10) a consideration of individual affective needs in all learning experiences.

As I.S. 158 prepared to move toward improved broad and individual evaluations in an effort to improve its delivery systems, the roles and needs of parents in this process were not ignored. In small suburban schools, parents have always played an active role and schools have more or less served as the center of community activities. Parents have volunteered their services, visited the schools regularly, and, in general, served to promote the realization of a true home-school partnership. As a result, statistics reveal that, in these school communities, there is a general absence of parental disenchantment with the schools. In urban school communities, however, for many and sundry reasons, there has been an absence of this active home/school partnership and one can conjecture that this absence has contributed to low pupil success rates and parental disenchantment with the schools. In planning our program, we were able, with varying degrees of success, to maintain on-going parental involvement.

In our large urban areas, cries for decentralization, community control, parental involvement, are frequently heard. In response, professionals often go into a state of panic, charging that parents want to take over the schools, dictate policy, and in essence tell them how to do their jobs, then fire them when they don't perform accordingly. By negatively viewing parental demands, as professionals, we have failed to recognize one of the most vital links in a successful educational program.

Our optional learning program recognizes that a positive home/school relationship, of necessity, will be one of its most important components. As teachers and parents begin to see each other frequently, informally, and in a supportive manner, they have provided the reinforcement necessary for effecting the total efforts of our school. Parents need to be informed and to know that theirs is a vital role in the development of their children. Parents are demanding, and rightly so, to be consulted before broad policy is decided upon and implemented, to participate in the evaluation process, and to play a role in deciding what efforts will be made to upgrade and improve school performance.

Just as parents have a need to be consulted and involved in a meaningful way, the staff has certain needs as they attempt to facilitate the learning process. In a research study of the needs and problems of teachers, the N.E.A. found that five difficulties outrank all others in importance to teachers. They were: (1) protection of job security; (2)adapting instruction to the wide range of pupil abilities and achievement; (3) relating to pupil indifference; (4)dealing with an overabundance of non-instructional duties; and (5)providing for individual needs when class loads were too large. A study of the views of I.S. 158 staff members was consistent with the N.E.A. findings. However, they expressed added concerns to be presented in the body of this report.

While attempting to address the needs of my many constituents, in the development of this program, I had to be forever mindful of my commitment to the total educative process. I had to serve as a catalyst and leader in improving the quality of education in our school. A major consideration to my success in this role definition was effective administration in meeting these needs. I had to know and establish positive working relationships with those human forces which shape community attitudes and influence policy decisions. I recognized the power of the parents, teachers, and pupils to make my efforts succeed or doom them to failure. In non-supportive roles, each of these groups possessed destructive weapons which they could call into play. Parents and members of the community can engage in open confrontations, rumors, defiance, or calculated organized action. Staff, on the other hand, can sabotage programs, take positive efforts out of context, insist upon rigid adherence to contracts, support ineffective colleagues, etc. Pupils, as another power group in the school setting, might use rumors, peer pressures, defiance, and organized action. In initiating the program, I experienced all of these pressure tactics. To reconcile these varied interests in our school, I had to be persuasive, fair, objective, analytical, resourceful, persistent, patient and committed.

A monitoring program, which evaluates and reassesses need, is an integral part of effort to afford pupil and staff options. A cooperative system of involvement and information feedback serves to reduce resistance to my efforts and offers increased support for cooperative perceptions of what our school can become.

This report does not pretent to offer a panacea to the many problems which inhibit or prevent urgan ghetto youth from realizing success in the public school setting. Nor does it pretend to serve as a model which can be replicated in any middle school setting to the satisfaction of parents, staff, and community. It describes how one principal, in cooperation with his clients, staff, parents, and varied community resources, worked to create a diverse learning environment in an inner-city middle school.

III

PRELIMINARY RESEARCH

Providing learning environments that will maximize opportunities for students to grow on and develop academically and socially in terms of their true potential is a primary purpose of our schools. Delimiting the schools' focus in the venture, John Goodlad has said, however ...

> "Only some human ailments can be taken care of by education right now. Because education is a long term answer to mankind's problems and not a short term one, we must very carefully, at all levels of educational decision making, differentiate between what education can do in the long run and what human engineering can do in the short run." 2

We are in accord with Goodlad's assessment that schools cannot do everything. However, we venture to suggest they can do more than they currently are attempting for the inner city poor.

Inner city poor children generally begin their school careers at a discernibly lower level of scholastic readiness as related to the instructional approaches and performance demands expected of them, than do their white, middle class counterparts. As these inner-city youths go through the system continuing to be exposed to instructional approaches inconsistent with their learning styles, and evaluations atypical of their life styles, they continue to regress according to the system's standards. By eighth grade they are considered further behind than they had been in the first.

---

[2] John I. Goodlad, "Who Should Be In Charge: What Decisions by Whom?" Address given at Lincoln High School, Schenectady, New York, April 27, 1970.

Traditionally, the poor in our society have looked upon education as the route to upward mobility. Inherent in their struggle for survival has been a high priority for education and the determination that their children enjoy educational opportunities which they, for whatever reasons, did not have. In today's affluent society, economic survival depends heavily upon formal education. The man on the street is no longer as naive and uninformed as he once was. The mass media have remedied that, especially in a city such as New York. A growing number of poor people now see that education is one of our most important resources to be used in perpetuating the human species. They also see that the schools are riddled with problems and inadequacies. They see that the problems have already become too numerous, too vast and far reaching to be handled by a few. The problems require the input of many if solutions are to be found.

The development of viable instructional approaches designed to reverse the failure patterns experienced by inner city poor children continues to be a challenge for educators. We are constantly bombarded with new theories and suggested approaches for improving delivery systems. Articles and books are written extolling new theories, methods or approaches as "the" answers to our educational ills. Yet none of these have proven to be a final solution. I believe one answer lies with the individual school administrator, his staff, parents, and students.

INDIVIDUAL AND GROUP FEEDBACK

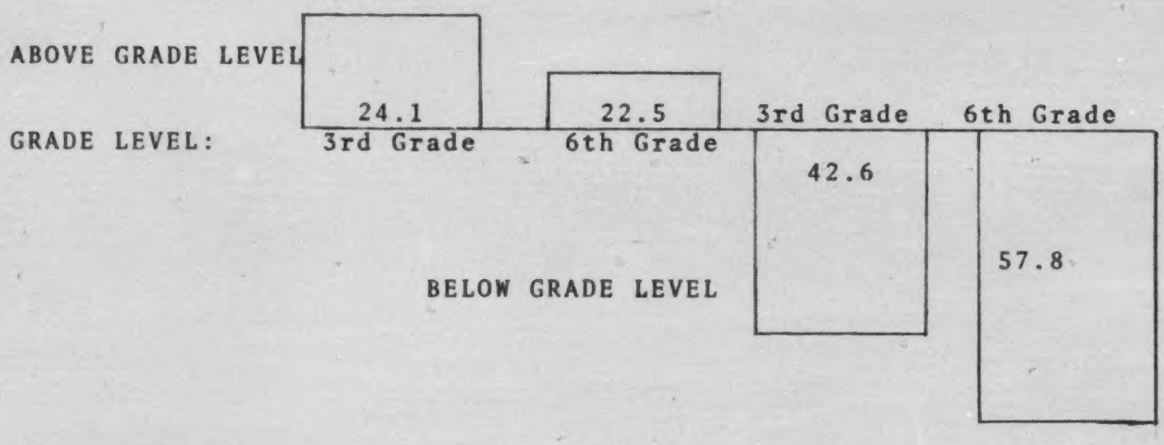
It is quite clear that the school-age children in Community School District 12, Bronx, New York, are failing to acquire an adequate education. The longer these students stay in school, the larger the proportion who fall below accepted grade levels of performance, according to standardized test results. In the third grade, 42.6 percent are performing below grade level, and by the sixth grade this proportion has increased to an unbelievable 57.8 percent.

The problem in C.S.D. 12, however, centers not so much around the fact that our students do not achieve up to grade level as around the reasons for their failure. From an analysis of ten rank correlations of selected measures of educational deterioration, it can be inferred that sixth grade performance reflects a relative decline in verbal skills more so than does third grade performance. This means, in turn, that the ranking of District 12 schools in terms of the performance of sixth grade students is more accurately predicted by changes occurring between the third and sixth grades than by the actual performance of these same students at an earlier stage in their education careers. More important, according to these correlations, the performance of third grade students tells us nothing in terms of how rapidly this performance will deteriorate by grade six. It is, therefore, reasonable to rationalize that the source of educational problems of C.S.D.12's students lies in processes that occur during the time they are in school, rather than in processes prior to their entrance into school.

Diagram I

UNDERACHIEVEMENT

57.8% of the students in C.S.D. 12 are below grade level in Reading Comprehension by the 6th Grade.



SCHOOL DROP OUTS

48% of the students from C.S.D. 12 dropped out of high school without receiving a diploma during the period.

out of 1,276 students graduating from Jr. High School in 1973:

JR. HIGH

HIGH SCHOOL

Data for 1973/74 drawn from the New York Public School System indicates a high rate of potential "dropoutism" and a woeful amount of retardation. According to the Matropolitan Achievement Tests in reading and math, more than 71% of the students in grades 6-9 were below the level of minimum competency in these two areas.

Table 1 Metropolitan Achievement Test Results 4/'74

% 2 years Below Grade Equivalent

	GRADE			
AREA	6	7	8	9
READING	67.7	67.5	77.9	77.7
MATHEMATICS				

The percentage of students below minimum competency suggested the need to structure a delivery system at I.S. 158 significantly different from those in other middle and junior high schools in our district. To know that we had to do something different was one thing. What to do and how to do it was quite another question.

I had gleaned a sense of purpose and direction from my studies of the literature on middle schools and inner city education, yet I recognized the need for more information * indigenous to our school community. It is quite true that a practicum should represent an effort based on need as indicated by hard data. However, the integration of research plans with realistic program planning had to take into account the subtle factor of the degree of convergence or discrepancy between the actual conditions in our district and the perceptions of the relevant publics involved in the educational process. Methods which are appropriate to an accurate determination of the way in which the schools are perceived had to be employed.

My task would have been considerably easier if I could have relied exclusively on the usual method of test data, public opinion polling and attitude testing. I used some of these methods. But the results did not begin to plumb the depth or complexity of attitudes, feelings, conflicts, inconsistencies, contradictions, and anxieties involved in relating to a community which had begun to lose faith in the one institution to which it had looked as a means of upward mobility.

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* The literature on both inner-city education and such reforms as the middle school is almost limitless. As James J. Morisseau put it in his recent book, "The Mini-School Experiment/Restructuring Your School: A Handbook" (New York Urban Coalition; New York, 1976.) -- "Beyond the landmark exposes of the late 1960s, at least 20 major books devoted to the crisis and/or proposals for its solution were published in 1973 alone."

To secure feedback from members of our school community, my approach was one of establishing as many contacts as possible with individuals and groups and eliciting their spontaneous expressions of deep feelings, conflicts, desperations, self doubts, anxieties, and wishes. I relied heavily upon group discussion and interaction as sources of data. This method was considered likely to produce results because that was consistent with the natural style of people. I also observed that middle and junior high school students, like other pre-adolescents, tended to function within peer groupings of varying degrees of organization and cohesion.

The following quotes are representative of the feedback I received from individual and group contacts in the I.S. 158 school community.

> ...In Alabama, what was that governor's name? Wallace. He tried to stop the kids...he had them at home, waiting on his table and cooking for him, you see, but still he don't wantto them education. They put in the whole army just to stop some Black kids from learning. I don't understand that...
>
> Drug Addict, Male
> Age about 24.

> ...For three years I have worked in this school, nothing has changed. Supposedly, there have been some improvements. Laws have been passed such as school aid, better working conditions

for teachers. But even there, what about better working conditions for kids? You are supposed to have up to 25 kids in a class. They won't give you another teacher until you have 30 kids in a class, and then, that's the total school average. In other words, you know what I mean, if you have 32 and 35 kids in every class in the first grade, but only 25 in the sixth grade, you don't get another teacher. Now why is that? I mean, he asked for two teachers, which means that there is an excess of at least 60 kids. And he was turned down. I don't understand. I understand they stopped construction on a new building. They've been at it a year and only have a big hole in the ground. There, if you had a strong parent association it would be of value. They have the power to do something, perhaps more than we do. Let them go out and picket and get a play street. Let them bang on the Mayor's door and get a new school before the next five years are up. I have seen apartment buildings in my neighborhood go up in two or three months. This is a three story building!...

Woman.

...There's only one teacher that can control them and that was our lady teacher. She was a lady, a big fat lady. Her name was Miss P. and she always argues, and she hits you sometimes, but she was strict. She had big "buns", they used to fool with you, you know, but nobody never could do nothing to her. The whole school respected her; she was the only one that could keep a class organized. And then what happened, when the men teachers - you know, the young men teachers - they come to school and want to show off, you know, so they caught it more.

You know what happened, when I came to this class, my first class; I went to class, and you couldn't do no kind of work. The teacher was so scared to turn his back on the boys, real scared, and they throw a book at him, and the teacher is so scared, they tell him come on and fight, and they all sit down and laugh. They don't care, they like that, so they fight.

Then you'd be sitting down in front and they'd say, "Hey, Moe." The call him names. "Hey, Moe, come here, you crazy thing." So he walks out to get the principal and they lock the door, and he can't get back in and the principal can't get in the door. And the next thing you know they take a book, throw it out the window -- breaks the class up and then they can't do nothing.

Then we have the lady teachers. They get behind the lady teachers, they feel her ass, they feel her whole body and the teacher don't say nothing because she's scared.

One class was controlled, it was typewriting, because everybody like typewriting, so they controlled it. She was a young teacher. She was kind of skinny, you know, but I tell you, she going to be fighting them, so nobody ain't going to touch her. You go to school, find typewriters broken; you're lucky if you find one typewriter that's good, so everybody's fighting all the time for that, you know.

You have four classes of gym; say four times thirty, that's a lot of people. What happens you can't play basketball 'cause they are so crowded. So you got to do exercise. So what happens, everybody keeps on their nice clean clothes, nobody puts on gym clothes, so they make you get on the floor - everybody with nice clean clothes on - they get mad, so one guy says, "I'm not getting on the floor." so the teacher goes on over there, he fight with him a little while, then he tell everybody go in the back and stand there, go in the back and just stand up, or else you gonna get hit. So you go back and you stand up.

Everybody wants to play basketball, that's one of the main things in life, so people get a basketball and they go out in the yard and play basketball. Then the Dean runs out in the yard and catches them and write them up. and every time it's the same thing. The sames one's playing basketball, 'cause that's what they like.

Sometimes the school would be crowded, you know, 'cause it's cold outside, so you go to school that day. ---

Boy, Age 15.

...The teacher's give up too easily. Give up before they get started. Don't have sufficient interest. The teachers throw children out of their classes or simply stop teaching them. They put work on the board and let it go at that. I have had bad teachers, too, in a white neighborhood. They did everything except feel free to beat up the kids. Here, both the Negro and the White teachers feel completely free to beat up the children and the principal knows it.

They know he knows it and that nothing will be done about it. The principal is prejudiced. Because he knows he is prejudiced, he covers it by giving the Black teachers the best classes. The Black teachers are the best teachers because they are more stable. Some Black and White teachers ask for the worst classes because they don't want to work. In the worst classes, they don't have to work because, whatever happens, they can just say, "It is the children." The White teachers are largely inexperienced -- the principal does not expect much from the teachers. He often says, openly, "Why did they put me here?" The Board of Education should have put an experienced principal there. There is a lot of brutality -- brutal beatings, and nobody cares -- nothing is done about it. The parents, the principal, and the teachers don't care.--

Woman.

...Discrimination is even in the school I attend right now. I know my teacher is very prejudiced because I have certain questions that have to be answered for my knowledge, but he will never answer. He would always call on a little White boy to give the answer. I told him one night, to his face, that if he didn't want to answer my questions just tell me and I would leave. There are always other teachers. He didn't say anything. He just looked at me and figured I was going to -- so he said, "Well, maybe next time." There is no next time -- this is the time and I'm not taking second best from any White man...

Boy, Age 17.

...Well, in a sense it's like a run-around to me, because, like, when I was in the South a couple of months ago, and I was sitting on a porch one day, and it dawned on me.. up in New York, where I live, you can go to school with their children, but you can't live in their neighborhoods. And where I was, I was living in their neighborhood, they were all around me.--

Man, Age 27.

...I don't limit the black man to low income areas alone. The ghetto alone is only one of the accidents in time that have beset the children along the way; problem of the black man is universal, the world over.--

Man, Age about 40.

...you know the average young person out here don't have a job, man, they don't have anything to do. They don't have any alternative, you know, but to go out there and try to make a living for themselves. Like when you come down to the Tombs down there, they're down there for robbing and breaking in. They want to know why you did it and where you live, but you have to live. You go down to the employment agency and you can't get a job. They have you waiting all day, but you can't get a job. They don't have a job for you. Yet you have to live. I'm ready to do anything anyone else is ready to do -- because I want to live -- I want to live. No one wants to die. I want to live.--

Drug Addict, Male,
Age 30.

...If a man qualifies, it should be first come, first serve. You understand what I mean? Regardless of whether we're black or white, we all have families! It should be first come, first serve. But that's not how they do you! If you're black, you're automatically turned down on a lot of jobs. They'll take your application, but no sooner than you walk out of the office, or wherever it is, they take the application and put it in the wastebasket, and tell you they'll let you know in a couple of weeks. They have no openings, and things like that.--

Man, Age about 24

...In New York, we must go out and develop jobs for youngsters. This is because all the counseling and hand-holding and guidance in the world is going to come to naught if at the end of the process there are no jobs to send these young people to. Youngsters are out of work twice as much as your older group. And the pattern has been twice as much as that with the black. So you have four times as much with blacks and Puerto Ricans. Now, New York has become a low-wage paying city, and a great many of these youngsters do get jobs, but what kind of jobs are they? They are blind-alley jobs; they are jobs that will disappear ten years from now.--

Man, Age about 30.

...Now what is integration into poverty? It doesn't make any sense! So we integrate everything--you still don't have anything. How can you be considered equal to the white man when you have to go to him for a job, you know? We've been working all our lives for them, and the way things are set up, we'll work for the next 300 or 400 years.--

Man, Age about 28.

...Now when a white kid gets to be 17 or 18, he's ready to go into business. Any subject that you choose to take, or any place that you choose to go, he's qualified because this is his education, he's been taught this. And when he goes to college and comes out, I mean he's ready to master anything that he chooses to take up. But here, I should get the same education, but I can't do it. Even though I'm willing to work and sweat for it, I mean I can't do it. They don't want me to do it! Why? This is what I can't understand. If I'm willing to get out -- okay, so I'm willing to take the shovel and go out to dig a ditch. All right, so they're paying $6 an hour for digging his ditch. I'm willing to take a shovel and go dig it; why won't they let me? But the white boys... -take years ago, I mean all you could find on the shovel was black men.--

--So you're saying that they are taking the jobs away from the black man?--

--That's what they're doing because unions have it in. They organize and run the prices so high that, I mean, it's too much money for the black man, they figure, to be making.--

Man, Age, about 30.

...I don't see why we've got to always look up to the white man's life. That's what we've been exposed to, you know: be like the white man, do what the white man does, let's get like the white man. I think we have to have criteria of our own. They had Amos and Andy on T.V., they were done by white men. You hear the fellows saying, "Oh, I'm going to get me a white broad!" We should form our own criteria. We should try and have some more people like Martin Luther King, like James Baldwin, like Dr. Kenneth Clark. We can send some draftsmen to school, some engineers; people can come back and build a city for blacks to live in, or you know, not just for blacks but for blacks and anyone else who wants to live there. Why do we always have to get up -- come up to the white man's level -- we struggle like the devil to get up there, and we hardly ever do it. Why can't we form our own level? In other words, the white man's level is on the right side, why can't we form the black man's level on the left side? Work our way up there?--

Girl, Age 15.

...We don't stick together, that's the right deal, we don't stick together. Like any other race of people, they all stick together and try to do things for themselves. Out here, everyone for themselves, you know, that's the way it is. The kids are brought up and see how the adults are, well -- they follow the same pattern and no one gets nowhere. Our leaders are trying to clear things down South, but it's right here they should try harder to do something. That's what I'm trying to say. They should try harder right here, right here, it's terrible. It's terrible. It's like a jungle. This is a jungle!--We are ripping each other off and yet we say "brother".

Man, Age about 35.

...Those leaders, they don't live in the kind of building that we live in. They live -- those leaders -- they might live in our neighborhood, but I bet they live in a little tucked-away place somethere. They wouldn't live around here. They would fight if it was them. Why should they fight for us?

> They give you that big talk when they get in the votes and everything, but when has our neighborhood really been cleaned up? Not since I've been here no way! From the looks of the situation, I couldn't even believe there were any leaders around here. Where are the leaders? I can't see any good that they have done.--
>
> Woman, Age about 35.

In addition to my personal interviews with members of our school community, my study of the literature added a theoretical dimension to my perception of conditions which contribute to or serve to impede the establishment of healthy teaching/learning environments for teachers and students. I extracted from these materials statements which I thought would serve to indicate the perceptions of our students, staff, and parents, in terms of the teaching/learning climate they would like to see in our new school. In addition to a questionnaire which I structured for the staff, an inventory of "Teachers and Principals Perceptions of the Functions and Learning Faci of a School for Pre and Early Adolescents", was also administered to the staff.[3]

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[3] William E. Bowman, "A Study of Junior High School and Middle School Teachers and Principals Perceptions of the Function and Learning Faci of a School for Pre and Early Adolescents"; unpublished doctoral dissertation, The University of Wisconsin, (1973).

I. S. 158X STUDENT QUESTIONNAIRE

SEX____________ GRADE________

Below are a series of questions which will help us to better understand what your earlier experiences in school have been like and how we can plan to make I.S. 158 the type of school you would like it to be. To the left of each question put a "Y" if your answer is Yes and a "N" if your answer is No.

__1. Have your previous teachers afforded you every opportunity to learn?

__2. In the past, have you felt free to discuss your feelings with your teachers?

__3. Should your subjects help you learn more about the world of work?

__4. Do you feel you would learn more if you could pick your subjects and your teachers?

__5. Do you feel you would enjoy school more if you could select some of your subjects and teachers?

__6. Are you satisfied with what you are being taught?

__7. Are you satisfied with the way your teachers teach you?

__8. Do you feel how well you learn or don't learn should influence how your teacher is rated?

__ 9. Do you like classes in which all the children do the same thing at the same time?

__10. If your parents did not make you, would you come to school regularly?

__11. Do your teachers give you enough chances to participate in class lessons?

__12. In school, do you learn more by working alone than you do by working in groups?

__13. Should teachers make children learn?

__14. When you go to a class do you like the subject more than the teacher?

__15. Do you feel pupils should have a voice in how our school is run?

__16. As part of your school experience, do you feel pupils would be willing to work in neighborhood establishments without receiving pay?

__17. Would you like many of the things you do out of school to be included in the things you do in school?

__18. Do you think your school would be better if your parent(s) visited more often and showed a greater interest in its operation?

__19. When applying discipline to pupils, should all pupils be treated the same no matter what the circumstances?

__20. What do you consider to be a good teacher?

____

____

____

I. S. 158X STAFF QUESTIONNAIRE

Personnel: Professional, 35 Auxiliary, 10

Y=Yes/N=No

___1. Is it realistic for I.S. 158 to set as a goal "Meeting the emotional, social, and eucational needs of all students, to the degree possible, in a public middle school"?

___2. Do your pupils' generally feel free to discuss their school and personal problems with you?

___3. Do most of your pupils' freely admit a lack of understanding when an assignment is given?

___4. Do you agree that up to 90% of I.S. 158 students are well adjusted socially and emotionally?

___5. Is it desirable for parents to visit school regularly without prior appointments?

___6. In your initiated contacts with parents are they usually in support of the student?

___7. In your instructional program, do you make it a point, on an on-going basis, to foster an appreciation for our diverse life styles?

___8. Do you feel our students' are mature enough to select the non-basic subjects they will take and the teacher who will teach them?

___9. Do you freely admit a lack of understanding when unclear about an instructional approach?

___10. Do you seek curriculum assistance from supervisors and colleagues when it is needed?

___11. Do you feel free to engage in innovative practices in your classroom?

___12. Do you experience pressure from your colleagues not to be innovative?

___13. Do you generally feel that what you are doing in your classroom is superior to innovations suggested by the administration, colleagues, district office, etc.?

___14. Is it fair to say that "culture is learned, not inborn"?

___15. Would you voluntarily participate in a staff workshop on "Afro-Hispanic Culture" after school or during your unscheduled school time?

___16. If you were given the opportunity, in cooperation with your supervisor to identify specific desired changes in learner behavior and assisted in developing instructional approaches designed to negotiate these changes, would the pupils success or failure be a fair indicator of your performance as a professional?

__17. When ability grouping is used as a basic criteria for class organization, the teacher's expectation of students is directly related to the class placement?

__18. Do you feel heterogenous class groupings delimit your effectiveness as a practicing professional?

__19. Do you feel sharing your dissatisfaction with the performance of a colleague would encourage that colleague to strive for positive change?

__20. Do you delimit student participation in order to cover prescribed curriculum content?

__21. We claim that a majority of our students do not have sufficient' command of the basic skills to be successful in school. Elementary teachers blame the home; junior high school teachers blame the elementary school; high schools blame the junior high schools, etc. Should we in the middle school say "the buck stops here" and initiate a plan of action to equip our pupils' with the skills they need?

__22. Would you be willing to have students participate with members on an on-going planning committee?

__23. Would you feel comfortable abandoning much of what we now teach and develop your instructional program around the interests and out-of-school experiences of your pupils'?

___24. Do you think staff members would be encouraged to do a better job is parents were more supportive and actively involved in the affairs of our school?

___25. Do you feel that everyone loses when we fail to develop in terms of his potential, a student's intellect and self-esteem?

___26. Many parents must care for younger children during school hours and cannot, therefore, visit teachers during that time. If the parents of your pupils would visit you at the end of the school day, would you be willing to remain in school one afternoon bi-weekly to meet with them?

___27. If teachers cannot remediate pupil learning problems with extra assistance from Federal, State, local and private agencies, should those teachers be denied access to this assistance?

___28. Is it realistic for our school to have a single code of discipline (treat all pupils in the same manner according to the offense)?

___29. In your opinion, is a good school one in which rules and regulations are strictly enforced and violators punished?

___30. In your opinion, does a good administrator use all of those resources available to him including "U" ratings to insure that staff implement a viable instructional program?

"HOW I.S. 158 PARENTS AND COMMUNITY MEMBERS VIEW THEIR SCHOOL"

CHECK "1" PARENT________ COMMUNITY MEMBER________

How many of your children attend Public School?________

How many of your children have dropped out of school?_______

Are you a High School graduate?_______

Did you attend school in New York City?_______

INSTRUCTIONS: Below are some questions which will help us in our efforts to make I.S. 158X the type of school you, as parents and community members, would like it to be. In the space to the left of each question please put a "Y" for Yes, a "N" for No, and a "D" if the question does not apply to you.

___1. Are the schools meeting the needs of all children as best they can?

___2. Does your child like to go to school?

___3. Does your child feel free to honestly discuss his school adjustment with you?

___4. Do you feel free to visit you child's school without an appointment?

___5. Should parents feel free to visit their child's school without an appointment?

___6. Do you feel you demonstrate, to a satisfactory degree, your interest in and support of, the education being received by the children in your community?

____7. Should deliberate effort be made in our schools to help children understand and appreciate cultures other than their own?

____8. Do you feel you know enough about what is going on in your child's school (the schools in your community)?

____9. Have you made an effort to learn as much as you can about the educational program, policies, and practices of the schools in your neighborhood?

___10. In the middle school, should pupils be afforded information about, and given experiences in the world of work?

___11. Do you feel middle school pupils are mature enough to select their non-required subjects and the teachers who will teach them?

___12. Do you feel school staffs should be rated according to the achievement of their pupils?

___13. Do you feel children whould be assigned to classes on the basis of ability (how well they read)?

___14. Do you feel parents should be consulted in rating school staff members?

___15. Do you feel pupil achievement is influenced by teacher attendance?

___16. Are there influences outside the school which affect children and make it difficult for schools to succeed?

___17.Do you feel middle school pupils' should be afforded the opportunity to participate in some of the decision making processes in school?

___18. As part of his school experience, would you be willing to have your child work part-time on a voluntary basis in a neighborhood establishment?

___19. Do youth seem to learn more out of school than they do in?

___20. As a parent and/or community member, do you think your active involvement in the schools affairs would help that school become more effective?

___21. Many parents do not visit school during school hours because they must care for younger children. If your child's teacher were available to see you after the close of the school day, would you visit school more often?

___22. If schools cannot correct pupil learning problems with extra State, Federal, and private funds, should those funds be cut off?

___23. Should our school have a single code of discipline and, therefore, treat all pupils in the same manner for the same offense?

___24. What do you consider to be a good school?

____

____

____

____

25. What do you consider to be a good teacher?

____

____

____

____

TABLE 2

SUMMARY OF STUDENT, STAFF, PARENT, COMMUNITY QUESTIONNAIR RESPONSES

	STUDENTS			PROFESSIONAL			AUXILIARY			ATTENDED N.Y. SCHOOLS						ATTENDED OTHER					
										PARENT			COMMUNITY			PARENT			COMMUNITY		
QUES. NO.	Y	N	D	Y	N	D	Y	N	D	Y	N	D	Y	N	D	Y	N	D	Y	N	D
1	51	116		35			10			8	28		6	3		21	4		3	2	
2	20	147		10	25		7	3		35	1		5	4		25	0	0	2		3
3	160	7		18	17		8	2		15	21		5	4		23	2		2		3
4	140	27		23	12		7	3		12	24		5	4		15	10		1	1	3
5	167	0		8	27		8	2		33	3		9			25			4	1	
6	108	59		6	29		4	2	4	24	12		4	5		14	11		3	2	
7	32	135		8	27		1	9		26	10					20	5		2	3	
8	155	12		7	28		2	8		17	19		2	7		10	15		1	4	
9	85	82		9	26		8	2		10	26		3	6		10	15		2	3	
10	145	22		10	25		10			15	21		7	2		19	6		3	2	
11	108	59		15	20		2	8		12	24		1	8		6	19		5	0	
12	15	152		12	23			10		33	3		8	1		16	9		4	1	
13	149	18		20	15		1	9		8	28		8	1		14	11		5	0	

SUMMARY OF STUDENT, STAFF, PARENT, COMMUNITY QUESTIONNAIR RESPONSES (PG. 2)

QUES. NO.	STUDENTS			PROF.			AUXILIARY			ATTENDED N.Y.SCHOOLS						ATTENDED OTHER					
										PARENT			COMMUNITY			PARENT			COMMUNITY		
	Y	N	D	Y	N	D	Y	N	D	Y	N	D	Y	N	D	Y	N	D	Y	N	D
14	12	155		28	7		9	1		23	13		7	2		12	13		4	1	
15	165	2		16	19		2	8		36	0		9	0		24	1		5	0	
16	130	37		10	25		2	8		12	24		2	7		19	6		1	4	
17	167	0		25	10		9	1		19	17		6	3		18	7		3	2	
18	161	6		33	2				10	19	17		4	5		22	3		4	1	
19	37	130		6	29		3	7		20	16		4	5		14	11		3	2	
20				26	9				10	23	3		6	3		17	8		4	1	
21										24	12		5	2	2	20	5		2		3
22				15	20		8	2		21	15		6	3		21	4		1	4	
23				18	17		1	9		25	11		4	5		18	7		4	1	
24				30	5		10														
25				25	10		10	1													
26				15	20				D												
27				25	10			10													
28				28	7		10														
29				26	9		8	2													
30				15	20		10														

TABLE 3

I.S. 158X SUMMARY OF STAFF RESPONSES

"FUNCTIONS AND LEARNING FOCI OF A SCHOOL FOR PRE & EARLY ADOLESCENTS"

	RESPONSE FREQUENCY							
	3	2	1	0	1	2	3	
1. I prefer to emphasize the validity of student attitudes and feelings	30	35	10		10	38	27	1. Students need to have the facts presented to them via the curriculum.
2. I prefer to have fixed time demarcation within days to assist in student control	42	13	20		30	34	11	2. I prefer to have variable time demarcations within days in spite of student control problems.
3. I prefer to each one concept at a time by one instructional strategy	28	22	25		39	25	11	3. I am constantly changing my instructional strategies on the basis of feedback from my students
4. I find it best to use intrensic motivational reward systems	38	27	10		5	12	58	4. I use extrensic motivational systems such as grades
5. I am at ease using pupil-pupil, pupil-pupils transaction patterns	30	40	5		10	13	52	5. I prefer to use teacher-pupil transactional patterns
6. Our students will make wise choices of learning experiences	10	30	35		10	21	44	6. I emphasize teacher direction of learning experiences
7. If permitted, students can assist in the prescription of behavioral outcomes for teaching-learning transactions	33	28	13			13	62	7. I should prescribe the behavioral outcomes for each core based upon diagnosed student weaknesses within a discipline
8. I prefer to have control of the instructional program.	60	15			21	20	34	8. I know how to plan for student choices in learning modes
9. Student s elf-exploration in relation to utilization of discipline for long range plans can be achieved	7	40	28		16	20	38	9. I emphasize mastery of grade appropriate materials within a given discipline

I.S. 158X

SUMMARY OF STAFF RESPONSES (CONT'D)

RESPONSE FREQUENCY

	3	2	1	0	1	2	3	
10. Students should be closely supervised in the library	43	22	10		10	35	30	10. I prefer to have students under their own recognizance in the materials center
11. I prefer to use the sequential-chronological textbook approach	41	20	14		30	37	8	11. I use the non-sequential conceptual approach to instruction
12. I can easily manage different initiated teaching stations in my classroom	5	25	45	69	3	1	2	12. I prefer to teach in large-open undifferentiated spaces
13. I use open questioning techniques most of the time (encourage students to express opinions)	13	22	40		10	30	35	13. I utilize structured questioning techniques designed to have students give back specific information
14. I like to see students spending open class periods exploring various interest areas	58	13	4		15	20	40	14. I like to see students spending non-assigned class periods in carefully supervised study hall
15. I believe concepts should be introduced in a somewhat sequential pattern based on individual student progress.	15	44	16		12	34	29	15. I believe concepts should be introduced on the basis of group progress.
16. I believe feedback on the success or failure of teaching-learning transactions should be analyzed on a group basis	10	53	12		2	28	45	16. I believe success or failure of teaching-learning transfactions should be analyzed on an individual basis

NOTE: Under "Response Frequency" above: 0=unable to locate myself on this form; 1=slightly descriptive, "over"; 2=sometimes descriptive; 3=generally descriptive

The foregoing questionnaires completed by students, parents, community people and staff members have not been used for the purpose of gathering hard and fast data. As previously stated, those subtle and often unrecorded gut feelings of our relevant publics could not be obtained in this way. As people read and react, they invariably develop extreme of defensiveness and/or aggression. The questionnaires were designed to determine parental attitudes and therefore were not productive of measurable data.

An appraisal of the informal interviews and questionnaire responses leads to the conclusion that all concerned feel that the schools of District 12 are not doing the job they should, and indeed, are capable of.

Student Questionnaire Responses:

Responses to the student questionnaire forces one to conclude that frustrations arising out of inflexible learning situations, curriculum content foreign to the student needs and interests, and a general air of insensitivity. These produce alienation and result in decisions by many students that there is no point in trying. Out of this frustration, many have developed disparaging self-images and have all desire to succeed academically. A school climate which motivates and offers outlets for the innate talents of these students can serve as the vehicle for reversing the failure pattern which many have become accustomed to.

Sixty-three percent of the students indicated they had been in New York City schools five years or more; 26% four years; 8% three years, and the remainder between one and two years.

Asked how they liked school this year as compared to last year, 53% of the students checked "more". The following table presents the student ratings at the other levels:

"The same"	"A little more"	"Less"	"No opinion"
20%	14%	13%	0

Sixty-three percent of the students indicated they usually secured the help they needed from their teachers with 8% indicating they did not receive enough help.

In terms of discussing school with their parents, 34% of the students checked often, 38%, sometimes, and 17% said seldom.

A tabulation of student responses to the question that asked about help they were receiving in the various curriculum areas is presented below:

TABLE 4

I.S. 158X Students' Perceptions of Their Academic Progress

Curriculum Areas	Yes	No	Not Sure
Reading	80%	8%	12%
Speaking	70%	24%	16%
Writing	66%	18%	16%
Mathematics	81%	8%	11%
Social Studies	70%	12%	18%
Science	61%	18%	21%

Within a set of ten questions designed to elicit opinions reflecting student attitudes toward their school and its instructional program, all calling for a "yes", "no", or "don't know" answers, fifty-three percent of the students again indicated they like school now better than they used to. Other student responses in this area are presented below.

TABLE 5

I.S. 158X Student Responses to Questions on Their School and Instruction

	Yes	No	Don't Know
Daily homework assignments received	66%	30	4%
Value of school work to later life	85	14	1
Perceived aspirations	30	66	4
Parents Influence on future	65	33	2
Preparation for future choices	28	9	63
Is our school better than others	64	10	26
Do parents feel our school is better than others	71	1	28
Do friends think our school is better	83	5	12
Teacher assistance when you don't understand	72	28	

Students were asked to describe their attitudes and behavior, especially in school by checking "often", "seldom", "not at all", to indicate the degree of applicability to themselves of each of twelve statements. Student responses on these items are noted below:

TABLE 6

How I.S. 158X Students Perceive Themselves

	Often	Self.	Not at All
-I respect the rights of others	85%	14%	1%
-I protect the property of others	73	24	3
-I am an independent person	58	32	10
-I do my school and class work	67	23	10
-I study my lessons	74	19	2
-I try to use my leisure time wisely	89	9	2
-I like to help other people	48	50	2
-I like to participate in school activities	76	11	13
-I participate in group activities outside of school	52	26	22
-I participate by answering questions in class	63	23	14
-I do my assigned work in and outside of school freely	54	28	18
-I ask for help when I need it	42	35	23

The rating of 9% in "How other students treat you", is twice as high as the "don't care" ratings in all areas except "Did you learn as much as you wanted to this year" - 15%. This rating of 9% in relation to the other "Don't care" suggest that the area of peer relationships is truly a significant one. The validity of the 9% is highly questionable. The 59% indicating they are dissatisfied with the way they read would lead one to question the validity of 15% "Don't care" when asked "Did you learn as much as you wanted to this year?" When compared with the other "Don't cares" the 15% rating is three times greater than the others except, for the rating on "How other students treat you" and even here it is 3/5ths greater.

Parent/Community Questionnaire Responses:

An analysis of the Parent/Community Questionnaire reveals that a large percentage of parents and community members feel detached from the schools. One is led to believe that these constituents feel their potential for involvement in the schools is viewed negatively by school personnel. As a result, they have left decisions about the schools to the educators. One concerned parent stated:

> "There are many things going on in my child's school that I feel are not right, however, I don't go in until they really get bad, or I am invited in. I don't go in because I have known of teachers retaliating against children when the parents of these children have questioned school practices. What the teachers say go on a child's record and the child can be hurt later on."

A positive home/school relationship is one of the most important components of any successful school program. When teachers and parents see each other frequently and informally, in a mutually supportive atmosphere, they provide the reinforcements necessary for supporting the total program. Parents need to be informed and to know that theirs is a vital role in the development of their children.

Inner city parents are beginning to demand (and rightly so) to be consulted before broad policy is decided upon and implemented; to participate in the evaluation process, and to play a role in deciding what efforts will be undertaken to upgrade and improve the performance of their schools. But their numbers are far too small.

Responses to the questionnaire were returned by 30 percent of the parents. Although the number of returns was lower than expected, it was large enough to form a representative sampling of our parent population. I did not separate the responses according to student grade level because I found that some of the parents had children in both grade 6 and grade 7.

Parental responses about the length of time their children had been in District 12's schools agreed substantially with the information provided by the students' themselves. I found, however, that some parents were not sure if a given grade school was in the district and the school number was written on the questionnaire.

Sixty-eight percent of the parents indicated that they had visited the school one to three times during the school year. A low of 2 percent indicated they had visited four to seven times, and a negligible percent indicated they had visited more than seven times. Indicating why they had visited school, most of the parents checked "requested and voluntarily".

Parent respondents were asked to check "agree", "disagree", "no opinion", against six favorable statements about aspects of our school and its teaching. Eighty-three percent of the respondents agreed with the statement, "In my opinion, the supervisory staff in our school affords support and direction to their teachers". Fifteen percent of the respondents marked "no opinion". The largest percent of parents indicating disagreement with a statement did so next to "I inspect student's work on display in our school"- 53 percent. This high level of disagreement was perhaps due to the fact that most parents came to school for a special purpose while enroute to or from work and time was of the essence.

Parents were asked to respond to thirteen items relating to the success realized by their children this school year. In addition to indicating if their children had realized success in school, parents were also asked to indicate their satisfaction or dissatisfaction with the success or lack of success realized. Parental response to the thirteen items follows:

TABLE 7

I. S. 158 Student Progress as Viewed by Their Parents

	Yes	No	Satisfied	Dissatisfied
-Reading	62%	38%	58%	42%
-Mathematics	66%	34%	58$	42%
-Vocabulary	58%	42%	33%	67%
-Speaking	73%	27%	65%	35%
-Getting along with school staff	75%	25%	72%	28%
-Relating to classmates	69%	31%	60%	40%
-Adjusting at home	56%	44%	45%	55%
-Respecting the rights of others	75%	25%	68%	32%
-Showing an interest in school	82%	18%	80%	20%
-Discussing school at home	48%	52%	65%	35%
-Showing an interest in reading	51%	49%	42%	58%
-Wanting to come to school	85%	18%	83%	17%
-Planning what he (she) would like to be	53%	47%	69%	31%

In their responses noted above, over fifty percent of the parents indicated satisfaction with the progress realized by their children in each of the areas this school year. Although the parents indicated that their children had realized progress this year, for no item did an equal percentage of parents indicate satisfaction with the progress realized. This difference in realized progress and satisfaction suggests that our parents have high expectations and aspirations for their children.

Eighty-five percent of the responding parents indicated they felt I.S. 158 was a better school than other schools their children had attended. This favorable rating may have been influenced by the fact that ours was a new facility and parents were impressed with the physical plant.

In terms of their involvement, over two-thirds of the respondents indicated that they had been encouraged to take part in school activities and that they did plan to become more involved during the coming year.

Staff Questionnaire Responses:

All of the staff members indicated that they felt it realistic for I.S. 158X to set as a goal meeting the social, emotional and educational needs of all students. But their other responses did not indicate an awareness of what these goals might be. Nor did they imply a high expectancy in terms of those process skills necessary for independent discovery, evaluation, making judgments and drawing conclusions based on these judgments. The large percentage of responses suggesting that teachers should control the learning environment implied a lack of faith in the abilities of students to set meaningful, realistic goals and to implement independent group programs of action leading to the attainment of them. These staff views, which lean toward highly structured, fact-oriented, teacher-controlled learning environments are contrary to the needs of inner-city minority youth and to the developmental needs characteristic of middle-school students.

Staff responses on the Learning Focus Inventory revealed that less than twenty-seven percent of the respondents strongly favored student-centered learning environments. Factors possibly influencing the preference for subject-centered teaching/learning over student-centered situations, might relate to the fact that our colleges require undergraduates to select major subject areas for concentration. Further, the N.Y.C. Board of Education pays teachers an increased stipend for specializing in a given subject area.

The priority accorded to subject-area specialization by both the colleges and the Board of Education has served to de-emphasize the inter-relationship of knowledge. In addition, student-centered situations call for individualization of instruction. Primary attention is given to the interests and diagnosed needs of students, with prescriptions based on these needs. Instruction of this type calls for increased teacher flexibility and the development of appropriate management systems. Many teachers, due to unfamiliarity with individualized instruction and the fear of increased disciplinary problems, under such a system, resist its introduction.

Just as parents have a need to be consulted and involved in a meaningful way with the total educational program, teachers have certain needs as they attempt to facilitate the learning process.

In a research study of the needs and problems of teachers, the N.E.A. found that five problems outrank all others in importance to teachers: (1) protection of job security; (2) adapting instruction to the wide range of pupil abilities and achievement; (3) relating understanding of pupil indifference; (4) an overabundance of non-instructional duties; and (5) providing for individual needs when class loads are too large.

The teachers' questionnaire prepared for this practicum was the most detailed of those used for the survey. Respondents, reported in this survey, answered all items on the questionnaire.

Sixty-three percent of the teacher respondents were men, the approximate percentage of males on our school staff. All of the respondents had qualifications beyond the bachelor's degree and three percent of the staff was engaged in post-graduate work. None of the respondents had earned degrees beyond the masters level.

Only theree percent of the staff indicated they had taken in-service courses during the school year. Thirty-six percent of the respondents indicated they had taken college credits during the school year. This high percentage is perhaps attributable to the fact that New York City requires thirty hours beyond the bachelor's if teachers are to maintain their licenses. Salary increments are also given for thirty credits beyond the bachelor's in a specific area of specialization.

All of the teacher respondents indicated they had participated in staff development programs during the year. They also indicated that these workshops had been either very or fairly helpful. None of the respondents indicated a level of helpfulness below "fairly".

The school curriculum was considered to be suited to the needs, interest and abilities of our students by 71 percent of the respondents. Only five percent indicated "no" in this area.

Only thirty-six percent of the staff felt that the core curriculum was an excellent instructional vehicle, seventeen percent, above average, and twenty-eight percent, average. The remainder expressed no opinion or felt the approach was below average.

Seventy-six percent of the respondents thought the quality of instruction in our school was either excellent or average. Eighteen percent of the teachers offered "no opinion" in this area.

The teachers were asked to rate the severity of 12 possible problems relating to our students, staff, parents, and materials/equipment. The answer choices listed "none", "slight", "serious". The only conditions checked as serious by more than one-third of the teachers were student behavior, student motivation, and supervisory assistance. The rating of supervisory assistance as serious by more than one-third of the staff was strongly influenced by the belief of teachers that supervisors should engage in immediate punitive action for student behavior they considered disruptive or atypical. Too often teachers failed to realize that, in many case, student behavior could be classified as reactions to their actions and supervisors had to take these into consideration. In addition to teacher disagreement with supervisory handling of student problems, it is recognized that, during the first half of the school year, our supervisors were unable to involve themselves, to the degree desired, with supervision of instruction. As indicated in the body of this report, we were a new school and a considerable amount of our supervisors' time was spent with those administrative tasks directly related to opening a new school.

Sixty-nine percent of the teachers indicated their use of the core approach, individualization, and grouping were often effective. This rating of the effectiveness of their success with core teaching was especially significant since only thirty-six percent indicated they thought the core curriculum was an excellent vehicle for instruction. If our questionnaire had been structured for teachers to indicate problems teachers were experiencing with core teaching, we would have gained some insight into this discrepancy.

In their appraisal of the effectiveness of our supportive personnel, at least three percent of the teachers indicated that all of these staffs were effective except the guidance counselor.

Only thirty-three percent of the staff felt the guidance counselor had been effective.

The question about parents drew positive responses. Three-fourths of the teachers said parents were very responsive, and a majority felt our school encouraged parental interest in students' intellectual and emotional growth.

All of the teachers indicated they would recommend a friend to work in our school.

A substantial majority of theteachers reported excellent or good relations between themselves and other staff members, students, parents, and counselors.

Asked about the main trend of change in our school, the teachers answered as shown on the following table:

TABLE 8

Teacher's Perceptions of Change Trend
At I. S. 158X

	E	G	F	?
Students' social development	28	16	40	16
Students' progress in English and Lang. Arts	50	30	9	11
Students' progress in Math	39	30	13	18
General student academic progress	46	23	18	13
Students' attitudes toward school	33	47	11	9
Students' social development	34	30	26	10
Students' self-image	44	28	18	10
Parents' interest in education	34	29	28	9
Students' aspirations	25	30	18	27
Parents' school involvement	33	32	22	13
School/community relations	35	27	22	16

Auxiliary Staff Questionnaire

The auxiliary staff questionnaire was given to all non-professional staff members. In their response, two percent reported that they had not attended school beyond the elementary level; seventy-four percent had gone to high school; twenty-three percent had taken college courses; and one percent had graduated from college.

All of the respondents indicated they had worked in the district three or more years with fifty-six percent at the fourth-year level, thirty-three percent at the fifth; and eleven percent having served six years or more.

Responding to the question on good features of our school, the percent of auxiliary staffs' responses for the items listed, follows:

-Building	85%
-Supervisory Staff	76%
-Teaching Staff	68%
-Curriculum	77%
-Parental Involvement	53%
-Staff Relations	43%
-Assistance to Staff	75%
-Supervisory Receptivity	69%

In terms of job satisfaction, seventy-six percent of the respondents indicated dissatisfaction with "lunch duty". The next highest level of dissatisfaction was fifty-three percent for hall patrol. These were the two areas in which all persons were more or less independent in their contacts with students. There was less than fifteen percent experessed dissatisfaction in the other assigned responsibilities. The highest area of job satisfaction was ninety-six percent for "individual and group assistance to students".

On fourteen items relating to students'behavioral attitudes, and interests, the auxiliary staff gave the general student body ratings as noted below:

TABLE 9

How The Students of I.S. 158X Were Rated by
Auxiliary Personnel in Their School.

	E	G	S	NI	U
-Peer relationships		5%	50%	30%	15%
-Student/teacher relationships		15%	60%	18%	5%
-Student attitudes toward school		30%	50%	15%	5%
-Student involvement in learning	5%	15%	60%	15%	5%
-Student response to adults		5%	50%	30%	15%
-Provisions for active learning	10%	50%	30%	10%	
-Student involvement in decision making		35%	40%	15%	
-Student council activities	15%	45%	30%	10%	
-Student self attitudes	5%	20%	5%	15%	
-School discipline		12%	20%	65%	3%
-Student care of public property		5%	75%	18%	2%
-Student initiative		10%	80%	10%	
-Student self pride		28%	65%	5%	
-Student school spirit		35%	30%	10%	

IV

Goals and Objectives

Working from the research results outlined in the preceding chapter, we then proceeded to develop a set of concrete goals and objectives for the project. It must be stressed, however, that it was difficult and, in some areas, impossible to state the goals and objectives in quantifiable terms.

Since I.S. 158X opened the same month the practicum was initiated, we lacked data on the achievement level of students beyond that in the cumulative student folders supplied by the feeder schools. Much of the data needed was missing from these folders.

Accordingly, we did not attempt to measure the school against itself in terms of achievement levels, attendance, behavior, and the like. Rather, the attempt was to compare I.S. 158X against other intermediate and junior high schools in District 12. Results of these comparisons are offered in the appendices to this report.

With that disclaimer, the following were the stated goals and objectives of the practicum:

To be in a position to identify diverse -- and desirable -- teaching-learning environments was the major goal.

To attain it, we identified the following objectives:

-- To identify different teaching styles and preferences among the staff.

-- To identify different learning styles among the students.

-- Given that information, to match students and teachers according to their respective styles.

A second goal was discovery of individual sttitudinal and behavioral characteristics among both students and staff with a view toward structuring the new and diverse teaching/learning environments.

At the same time an important goal was to promote an understanding on the part of both staff and students that behavioral characteristics differ by age group and background and that each should not regard the other's behavior as atypical.

-- From that understanding, it was hoped that staff attitudes could be changed -- to realize that, because a student cannot read at or near grade level, does not menn that he or she lacks other strengths. In other words, there would be an attempt to discover the strengths in individual students and to translate them for the faculty so that those strengths could be capitalized upon in helping the student acquire needed skills in reading and mathematics.

To accomplish all of this, we identified still another set of objectives:

-- To develop a staff commitment to the values of a diverse teaching/learning environment.

-- To promote parental acceptance of and support for nontraditional patterns of instruction.

-- To obtain non-tax levy financial support for the program.

-- To avoid the possible roadblocks to the program inherent in contractual restraints imposed by union agreements.

-- To develop faculty sensitivity to the special developmental needs of inner-city, minority, and poverty-level youngsters from the middle school years.

From the broader goals and objectives, we developed more specific goals dealing with measures of performance and student achievement. Again, it must be stressed that time and other constraints mitigated against the development of strictly measurable objectives in these areas and that comparisons were made not within the school but against equivalent schools in the same community school district. These goals were:

-- At the end of the year, to have I.S. 158X students demonstrate an average growth in reading and math performance of at least one year and in numbers greater than those for other middle schools in the district.

-- To realize a progressively significant increase in the number of I.S. 158X students passing in their major subject areas during the school year.

-- To reduce by a significant percentage the number of I.S. 158X students achieving below grade level in reading and mathematics.

-- To improve average student attendance as compared to that in equivalent schools elsewhere in the district.

Finally, as a strategy, the Prescriptive Reading Inventory was to be employed as a diagnostic tool to identify student needs and foster a schoolwide program of articulation to help teachers tailor an interdisciplinary program to meet individual student needs.

As will be seen in the succeeding chapter, "Statement of the Problem", the obstacles to achievement of these goals and objectives were many and serious. And, as suggested in the section on evaluation, the outcomes were difficult to quantify in absolute terms. But, at this writing, both goals and objectives still seem sound and, given adequate time and dedication, attainable.

V

Statement of the Problem

The major focus of this practicum, (developed from September 1974 - June 1975) has been the development and implementation of a program of an instructional/learning environment whose structure would be significantly diverse to accommodate the varied abilities, interests and teaching/learning styles of the students and staff of I.S. 158X, an inner city middle school. Due to the ingrained and often self-defeating attitudes which inner city poor students and their school staffs generally have as related to their potential for success in the school setting, the question had to be considered, "Could our proposed program effectively deal with the problems and often unconscious aspirations of its participants, while at the same time, function within the constraints of our union contracts, Board of Education policies, and community suspicions which had developed as a result of persistent failure in the system"?

In this practicum, I have accepted the precariousness of the challenge with the conviction that continued failure of our students and those who teach them must be reversed.

To achieve such a reversal, I realized that changes, adjustments, and in many cases, complete reversals, would have to be considered in the roles and activities of all those human resources directly and indirectly involved in our school setting. In this parcticum report, therefore, I have attempted to answer certain basic questions relating to the educational delivery system in our school and those human beings who make up our school community population. These questions and answers have been gleaned from the questionnaires and interviews (taken from our relevant public) as presented earlier.

I fully realize the limitations of time placed upon me by Nova and due to the nature of things, answers to these questions, to the degree desired, will not be realized within the time span allotted. However, answers to the questions presented should show that school resources should be used to provide greater equity of educational opportunity for inner city poor children.

Specifically, this practicum proposed to answer the following major questions:

1. What are some of the characteristics of a school which provides diverse teaching/learning environments:
2. What do we need to know about the student/staff population in order to implement an effective program of providing such environments?
3. What are the long and short range priorities in a school offering such environments?
4. How can we develop staff commitment to the values in such environments?
5. How do we educate parents about this non-traditional approach and secure their active support?

6. How can a program of diverse teaching/learning environments be effectively supplemented by non-tax-levy support?
7. How can the possible negative effects of contractual constraints be avoided when structuring a school around diverse teaching/learning environments?

Theoretical Rationale:

Twenty-five years ago, the New York City school system ranked among the best in our nation. Since that time, however, the system has been increasingly attacked for its failure to adequately teach its clients the basic skills and, therefore, equip them with the knowledge and skills necessary for their maximum growth and development. The failure of the system has been especially evident in those schools located in minority, low income areas of our city. Community School District 12 is located in one of these areas.

In addition to low student achievement, the district's schools are characterized by high rates of student absenteeism, mobility, vandalism, staff turnover, and staff absenteeism. In developing this practicum, I theorized that, as a result of our program of diverse teaching/learning environments, we could significantly decrease, in comparison with the rest of the district, the percentage of children achieving below the level of minimum competency, as well as the levels of truancy, vandalism, staff absenteeism, and staff turnover. I based that theory on the following:

1. Students who score in the lowest quartile in reading and math on standardized tests will show positive changes in behavior as they experience academic success in school. In their study of seventy-six second graders, and fifty-seven third graders in the Greenburg, New York public schools, Freelow, Charry, and Freilich,[4] found that, as these students made significant progress in reading and math skills, they progressed socially to a point where they were viewed as being "free of behavioral problems".
2. A student's motivation and, consequently, his classroom performance can be positively affected by instructional approaches suited to his learning style and by curricular content which relates to his interests and experiential level. While at the Center for Coordinated Education at Santa Barbara, Dr. L. Rubin[5] conducted an experiment in an attempt to discover if "natural style" should be a significant factor in professional training. He concluded that:

> "Teachers do vary in the way they go about their tasks, and they do find some tactics considerably more comfortable and efficient than others. While their styles are not immutable, they have a deep-seated preference for curriculums that fit."

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[4] June Charry; Freilich, Bertram, "A Profile of Children's Behavioral Change", a rating scale developed throuth the Greenburg, N.Y. Public Schools.

[5] Louis Rubin, "Matching Teacher, Student, and Method", Today's Education, September-October 1973, Volume 62, No.6.

He also stated:

> "Since children, too, seem to prefer one style to another, we would be well advised to search for arrangements that place both teacher and learner at the right table".

3. The school environment has a critical effect on the development of learning behaviors. In the effort to create a viable educational program in our school, we had to seek positive changes in all aspects of the school environment. In his study of "The Dimensions of the Elementary School Environment", Sadker[6] concludes that discovering the components of a school's environment should be the first step in understanding the learning process, "since learning may be defined as resulting from an individual inter-acting with his environment".
4. Underachieving students will realize improved rates of progress when placed in heterogenously grouped classes (classes with students achieving at varying levels).
5. Teacher expectations are an important factor in student achievement.
6. If teachers understand and are truly sensitive to the emotional and developmental needs of students, their behavior will reflect an increased effort to promote student academic and social growth. The acceleration and unevenness of physical development and physiological change in middle school age students have many emotional

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[6] David Sadkers, "Dimensions of the Elementary School Environment", The Journal of Educational Research, Vol. 66, No. 10, July - August 1973, p. 465.

and psychological side effects which school staffs must understand and deal with positively.

7. Reimbursable programs can be effectively used to supplement tax levy school programs. The financial crises in our cities delimit the amounts of tax levy monies available for our schools and reimbursable monies can be used to foster programs of individualized instruction.
8. Direct and active parent/community involvement ina school's program can have a positive effect on that program.
9. Middle schools can meet the widely varying intellectual development characteristics of their clients through learning activities which embrace a broad range of modes -- reading, writing, listening, making, and doing.
10. Planning and articulation procedures can be implemented at the middle school level which will foster the development and implementation of a coordinated diagnostic, prescriptive, multi-cultural, interdisciplinary curriculum.
11. Supervisory use of efficient management techniques will encourage improved movement of staff toward desired levels of performance.

12. Personality development is an important part of the emerging adolescent's training and his transition from childhood to adolescence. It embraces those areas that pertain to the individual's interaction with his or her social milieu. The middle school can accommodate this emerging personality through a curriculum that is flexible in scope and sequence. Provisions should also be made for greater student-teacher contact over larger blocks of time.

The I. S. 158X School Community

I.S. 158X is a new Intermediate School located in the Southeast section of The Bronx, in New York City. The school is centrally supported by the New York City Board of Education as a public school under the direct supervision of Community School District 12. C.S.D. 12 is composed of three Early Learning Centers (pre-kindergarten and kindergarten) twenty-one elementary schools, three junior high schools (grades 6-9), and five intermediate schools (grades 5-8). According to the 1973-74 school census, the district has a total pupil population of 23,389. Ethnically, the pupil population is 54.2 percent Puerto Rican, 39.9 percent Afro-American, 2.8 percent Other Spanish surnamed, and 3.1 percent Others.[6] Ethnically and economically, the district has experienced dramatic changes in the last few years.

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[6] Board of Education, City of New York, Community School Profiles, (1973-1974), p.12c.

In the 1960's, the ethnic ratio was fifty percent other, thirty-three percent Afro-American, and seventeen percent Puerto Rican. During this time period, the District was categorized as lower-middle income and upper-low income. It is now regarded as a pocket of poverty.

The immediate I.S. 158X school community, in terms of composition, is seventy percent Afro-American, twenty-nine percent Puerto Rican, and one percent others. The immediate school community has not experienced the same dramatic changes in racial/ethnic composition as have those of other district schools. However, it is experiencing the general social ills which characterize the district and the Southeast Bronx in general.

In 1970, the area was designated by the Mayor's Task Force on Poverty as "a pocket of poverty". The once well-kept apartment buildings and one and two-family dwellings are now either abandoned, in serious disrepair, or, in many cases, inhabited by families too large for the meager accommodations originally provided.

There is widespread unemployment in the school community and sixty-five percent of the residents have incomes below the poverty level. Most of the families in this category are either totally or partially dependent upon private, Federal, City, or State aid as a means of survival. This forced dependency has led to overt expressions of futility, helplessness, and anger. These social ills are reflected in a high percentage of drug use in the area, burglaries, thefts, prostitution, youth gangs, alcoholism, school truancy, poor student achievement, rivalry between Afro-American and Hispanics for recognition, and other attendant ills identified with a deteriorating community.

The physical and economic realities of a community are more than just a backdrop for the process of education. Rather, the character, strengths, and difficulties of a community permeate the educational process.

The environment inside of the school, I maintain, plays an important role in the educational process. At times, the environment of the school community and the school interact. Vandalism is not uncommon nor is theft and, therefore, security is a pressing problem at I.S. 158X.

Community conditions can make educational achievement difficult for the students of a given school. However, the educational program described in this practicum was specifically designed in response to the needs and problems of children in one particular middle school. The program functioned under circumstances difficult for educators. The community cries out for appropriate and innovative educational approaches but, at the same time, serves to worsen the chances for those innovations and approaches to function smoothly. Difficult conditions can never be an acceptable excuse for the failure to educate, or the failure of a teacher or of a school system. However, it is important to consider the setting in which the innovations and approaches are being developed before adopting a viewpoint on their effectiveness or the skill with which they are administered.

Staffing of I. S. 158X

In addition to its community-related problems, I.S. 158X opened with a teaching staff of which less than seven percent had prior experience with pre-adolescents in a school setting. The staff, transferred from C.S. 34, was serving under waivers of license requirements granted by the Board of Education.

To give the reader a better understanding of the conditions under which diverse learning environments were introduced at I.S. 158X, some historical background on the staff's prior experience is in order.

In September 1969, I opened C.S. 34X as an upper-grades elementary school. The initial staff in that school was transferred from C.S. 92, an overcrowded school in the district. Except classes achieving on or above grade level, all fifth and sixth-grade pupils attending C.S. 92 were transferred as our pupil population. This meant that the school not only received pupils achieving below minimum levels, but also that, according to a check of teacher records, teachers transferred into the school appeared to be those least experienced or regarded as least likely to succeed. However, through mutual support and committed involvement, the staff by and large developed into one of the best in the district. And it was this same staff that opened I.S. 158X.

We learned that C.S. 34 would be closed in December of 1973, and in February of 1974, I was appointed as principal of I.S. 158X (to be officially opened in September, 1974). The staff was advised by the Community School Board that C.S. 34 would remain open until the end of the school year, at which time they would be afforded the option of transferring to I.S. 158X or to other schools in the district. Out of a staff of professional teachers and experienced auxiliary personnel, two teachers requested transfers. These two teachers indicated they would prefer to continue working with elementary-age pupils.

Those staff members opting to come to I.S. 158X did not do so without expressions of anxiety. Interestingly enough, these sentiments by and large came from the professionals and not the auxiliary staff members. The staff feedback cited: (1) deteriorating conditions in the I.S. 158 neighborhood; (2) problems with neighborhood youth gangs; (3) anticipated absence of parental involvement; (4) high rates of rape and other forms of personal assaults; (5) parental negativism toward and attacks upon school personnel;(6) wide-spread vandalism; etc. It was in this climate of apprehension that we had to open a new school and develop positive attitudes toward change. Could we begin to consider implementing new programs and speak of options for pupils before we dealt with the perceived fears of our implementers?

As we considered this question, we realized that, founded or unfounded, the expressed fears of our staff were, for many of them, real. I decided against an all-out attack upon and open confrontation with those fears. Instead, I decided on a variety of indirect means designed to encourage the staff to examine its attitudes.

The first step in this direction was to create a climate in which the staff would be encouraged by some of the potentially positive and viable conditions/elements in our new school community. At a May 1974 staff conference, the staff was sub-divided into five groups. Each was assigned the task of informally discussing a statement made by Robert C. Weaver when he was Secretary of the U.S. Department of Housing and Urban Development.

The participants were advised that no minutes need be taken of their discussion; however, they would be asked to report back to the total group. The following is the statement they were asked to discuss:

> "We will doubtless come to appreciate that some of their values - although strikingly different from those of the dominant group in our society - are not only utilitarian but worthy of emulation. Many of their patterns of behavior while unacceptable to the majority, may be compatible with successful urban living; others will require modification...opinion influencers often confuse adjustment with conformity, believing that only middle class oriented values can make an effective adaptation to urban life."

Reports from the small groups revealed the following attitudes: (1) The staff generally felt it was not prejudiced; (2) There is some good in all people. However, parents often do not become actively involved in the positive direction of school, therefore, school staffs do not have the opportunity to engage in a meaningful exchange with them: (3) Administrators in I.S. 158X tend to take the side of parents against teachers; (4) Parents do not want to work with the school. Instead, they want to dictate school policy; (5) Most of our children don't know how to read. Therefore, it is difficult to plan for them.

The staff discussions did not suggest that attention had been accorded to the known and conceivable strengths within our school community or the true fears of our staff. If our staff had related to these strengths, it is conceivable that they would have evolved ways of using them to strengthen and enhance our school program.

As I reviewed my conceived purpose at the staff conference, I realized that I had failed to take into account the fact that it is difficult to separate man's emotional self from his rational self. Our staff had shown us that they could not sinply, by request, deal with their emotions openly and constructively. I now had to explore other alternatives in the hope that I could evolve an approach which would generate positive staff thingking about the hob ahead. A natural flow from this positive thought would be a willingness and demonstrated effort toward developing a viable educational program in our new school.

When people engage in informal, positively challenging, and enjoyable experiences, many strange and wonderful things happen! We begin unconsciously to relax, interact, and often become supportive allies. It was with these thoughts in mind that I made my next formal attempt to help the staff face and examine their feelings about our new school community and, at the same time, gain some insight into the challenges and success potentials to be found in this new school. The district office cooperated with us in this endeavor by underwriting the transportation costs for the total C.S. 34 staff and student body to visit and tour the new school, I.S. 158S. These tours were scheduled for three separate groups. All incoming pupils and their parents were invited to join the tour and engage in follow-up discussions. A luncheon and informal gathering were planned for as part of each tour. In these sessions, selected staff members presented the groups with background information on C.S. 34, including statements reflective of our philosophy as a school organization. Following these presentations, the visitors were encouraged to raise questions and react to what they had seen and heard. This school community exchange proved to be a valuable experience. As an example, the parents of 252 students agreed that their children would take public transportation in order to attend I.S. 158X.

One outcome of these tours was an overt expression by many of our staff members of an improved awareness of and sensitiveness to the problems and concerns of our new school community. The most vocal staff reactions referred to the modern architectural design of the building and the possibilities for extended and varied learning experiences. Although the physical plant generated much excitement and was constantly referred to in informal conversations, it was in our curriculum area and class cluster planning sessions that one realized an improved staff attitude and reduced anxiety about moving to a new neighborhood. In these sessions, participating staff members actively involved themselves in evaluating and making recommendations regarding new materials, course offerings, class organization, selection of core topics, home-school communication, and the like. The feedback from these sessions provided the basis for our new school organization and curriculum.

The Middle School - A Description

In the United States, the middle school has emerged as a form of school organization specifically designed to meet the educational and developmental needs of youth between childhood and adolescence. Scholastically, youth in this age range are usually in grades 6-8 although some middle schools are organized for grades 5-8. Middle school youngsters generally range in age from 11-14.

Youths in the middle school age bracket are known to have developmental characteristics which set them apart from older as well as younger children. When compared to the older school-age groups of school age youth, middle school youngsters are somewhat awkward and lacking in sophistication. When compared with elementary school youth, middle schoolers are more resistive to adult authority, more conscious of their peer culture, and less consistent in their expressed needs and desires. As conceived, the middle school identifies the behaviors and needs which characterize middle school youth and structures the effort to meet these needs and modify student behavior. Some needs of middle school youth and structured middle school programs to meet these needs are noted:[7]

1. Middle school youngsters tend to have short attention spans and varied interests. The middle school day is usually divided into a 7-8 period day with each period of 36-38 minutes duration. The schedules are usually flexible so that youngsters who have special interests and become involved in special projects, may pursue those interests beyond the normal class period.
2. Middle school youngsters are highly conscious of their physical development and differences between the sexes. Yet they lack the social maturity necessary to aid them

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[7] Thomas E. Gatewood and Charles A. Dig, The Middle School We Need, Washington, D.C.: Association for Curriculum Development, 1975.

in effectively dealing with their emerging physical differences. To accommodate this sometimes frustrating condition for their clients, by and large, all class experiences in the middle school are co-educational. This supervised mingling of the sexes serves to direct their positive supportative growth.

2.1 - New Federal statutes and regulations recognize this need to delimit our previous focus on differences between the sexes.

Title IX requires schools to discontinue the practice of organizing classes on the basis of sex.

3. The smallness of middle schools tends to discourage those impersonal relationships which so often exist between staff and pupils in large urban schools.

In addition to promoting broad pupil/teacher relationships, the middle school organization provides a home-base (official class) for each pupil. In this setting one-to-one relationships between teacher and pupil are encouraged. Class members become a pseudo-family by planning, initiating, and cooperating together, with each member giving his allegiance and support to the group.

4. An unique and essential aspect of the middle school organization is that it provides for sharing and cooperative planning. All staff members who work with a given group of pupils are afforded common planning time. This common time permits the staff to share curriculum ideas, engage in cooperative planning, discuss and plan for the individual and group needs of pupils, set goals, plan strategies, and engage in continuing evaluation.
5. Increasingly, middle schools are adopting individualized instruction and affording their pupils curricular options.
6. Many of the sophisticated activities (formal dances, marching bands, interscholastic sports) generally associated with the junior high school, are de-emphasized in middle schools. Focus is on the pupil rather than on the prestige of the school.
7. Inter-disciplinary instruction generally is fostered in the middle school. A large percentage of middle school teachers come from the elementary school and thus are able to combine the diversified talents of the elementary teacher with the specialized talents of the junior high school teacher.

The solution to meeting the needs of the middle school child does not rest in know-how or in viable approaches to be used.

Rather, it rests in the financing of mandated programs. The cost of properly educating a middle school child has been placed at one and one-half times the cost of educating a youngster in the traditional junior high school.[8] Since boards of education are not generally willing to place middle schools in a "special needs" category, it is not likely that special and additional tax funding will be coming their way. School leaders, however, recognizing the need for a specially structured program(s), adaptable to the needs of their clients, can pursue additional funds through State, Federal, and private agencies. The effort is essential if the potential of this age group is to be realized.

Assessment of Pupils

I.S. 158X has a population of 784 pupils ranging in age from 11 to 16 years. Of the total, 257 live in the Tremont Section of the district and use public transportation to travel to and from school. As indicated earlier, these pupils opted to attend I.S. 158X rather than the neighborhood schools to which they are officially zoned. The remaining 527 pupils live in the immediate school neighborhood and, with few exceptions, are officially zoned to attend I.S. 158X.

The ethnic make-up of our pupil population is seventy percent Afro-American, twenty-eight Puerto Rican and other Spanish sur-named, and two percent Other. A large majority of the Afro-

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[8] William M. Alexander, The Changing Secondary School Curriculum, New York: Holt, Rinehart Winston, Inc. (1967) 418.

American pupils live in the immediate area of the school and a majority of the Puerto Rican pupils come from the Tremont section.

A study of the 1974 Metropolitan Achievement Test results for pupils attending I.S. 158X revealed a broad range in pupil achievement. In reading, the range was from non-readers to those achieving four or more years above grade level. The school-wide median was 2.1 years below grade level. On the April 1973 Metropolitan Achievement Test in REading, pupil scores averaged nine months higher in word-attack skills than in reading comprehension. This data was taken from the cumulative records of pupils, since they were in elementary school when the test was administered.

The average difference between comprehension and word attack skills of almost one year was found to be significant in planning the middle school curriculum. Contacts with the feeder schools from which these pupils came revealed that a disproportionate emphasis had been placed on vocabulary development as compared with comprehension.

We know that many of our Spanish-speaking pupils come to school with an already-developed language system in Spanish. Although they are able to speak English, their dominant language is Spanish. They are taught in one language at school and communicate at home in another. Afro-American pupils also experience a similar problem as differences in phonology, grammar, and lexicon create a barrier between them and the teachers who use standard English. Many Afro-American pupils follow a pattern of sub-standard English characterized by (1) inaccurate word inflection, (2) immature vocabularies, (3) word mispronunciation, (4) usage of simple and fragmented sentences, and (5) narrow conceptual dimensions. In planning the curriculum, we sought to eliminate this verbal destitution as a general cause of academic failure.

A study of the Prescriptive Reading Inventory results for our pupils indicated that they were especially deficient in those process skills needed to make judgments, compare, predict, and generally interpret information provided them. These process skills are closely related to the effective needs of pupils. When affective needs are met, when properly developed, pupils can attach meaning, value and hope, to what they learn and thus, progress toward acquisition of needed cognitive skills. The poverty-based child especially needs exposure to challenging, stimulating, thought-provoking situations, since his experience in these areas outside of school are limited. Theorizing, we agreed that if we were to successfully meet the affective needs of our pupils, our teachers had to become facilitators of learning rather than serve as dispensers thereof.

Given the poverty and attendant social ills in our school community and the fact that the vast majority of our pupils are achieving at levels below the national average, one might expect that these pupils would be apathetic toward school. Quite the contrary; I.S. 158X pupils demonstrate a liking for school. Our average pupil daily attendance is eighty-seven percent as compared with a district junior high/middle school average of seventy-seven percent.

Of our total school population, we can cite about ten as being chronic class cutters. Interestingly enough, only six of these pupils are not selective as to which class(es) will be cut. The figure for pupils referred to supervisors for disciplinary reasons is slightly higher than two percent.

Program Development

This section describes the component parts and processes engaged in at I.S. 158X in the effort to establish a diverse teaching/learning environment.

VI

Staff Development

With the opening of the school year in September 1974, the entire C.S. 34 organization moved to a new school in a different neighborhood, with a basically different student population, and servicing, for the first time, students in the middle-school age range. Of our total school staff, only four had ever taught pupils in grades above the elementary school level. Nor had these teachers taken college courses geared to instruction at the middle-school level.

Opening a new school in itself was difficult task. But, given the problems outlined above, I.S. 158X faced a really challenging and difficult assignment. Our staff development program had to be consistent with these recognized problems and needs.

Basic Considerations

We recognized that the degree to which the educational program at I.S. 158X would be effective would depend upon the staff effectiveness. If the program was to have a positive impact on the lives of our students, the staff would have to be developed to the point where it would react positively to the changes we wished to introduce.

One mandate from the Community School Board is that each school develop long-range plans for staff development. These plans are to be disseminated to all staff members and submitted to the district superintendent during the first week of the second month of each school year. In February, 1974, when we began collecting data from feeder schools on incoming students, we initiated the pre-planning of curriculum and staff organization for the 1974-75 school year. The resulting assessment of staff and pupil needs, and the recognition of the problems inherent in opening a new school, guided our thinking as we attempted to structure our staff development program.

The school, during 1973-74, was organized on an interlocking cluster, inter-disciplinary basis. Representatives from each of the disciplines met with the supervisory staff to plan the staff development program. The committee met several times during the Spring of 1974 and ultimately came up with a plan for consideration by the total staff. As principal, I had supported many of the innovative curriculum ideas suggested by the staff, with the proviso that the staff development program needed to support the proposed innovations. The staff felt a sense of ownership in curriculum development and that sense of ownership was evident in the final Staff Development Plan. Since there had been a continuing dialogue between the committee members and their respective constituents, there was no need for extensive study and discussion by the full staff prior to adoption.

Initially, the I.S. 158 staff development program was scheduled to begin during the summer of 1974. As planned, the program was to be open to all staff and stipends were to be paid to the participants. Monies for the stipends were to come from funds normally allocated by the New York City Board of Education for training new school staffs. But, two weeks prior to the scheduled opening of the workshops, we were advised that no funds were available and the workshops had to be abandoned.

The result was that we opened our new school in September of 1974 without benefit of the kind of development program considered vital to opening a new school. Added to this disadvantage, the administrative and teaching staff had worked at C.S. 34 until the end of the 1973-74 school year and had no time to undertake the administrative tasks necessary to opening a new school. The tasks had to be deferred until after the new school year was under way and pupils were in attendance. The staff development program at I.S. 158X did not formally get under way until November 1975.

We wanted to develop a new conceptual instructional program incorporating diverse learning environments. At the same time, the first weeks of the school year were in many ways frustrating for the staff. As a result, ours was not an easy task. The staff was experiencing a new environment; new pupils: an absence of books, materials, and supplies in sufficient quantity; an unfinished school building, and related problems. How then, could we develop a staff training program which fostered understanding and implementation of learning environments which provide for and fostered individual differences and resourcefulness? How could we move the staff from its narrow concept of structure, which had been reinforced by their first experiences at I.S. 158x? In our search for answers, we concluded we would have to support the staff's positive desires. We attempted to structure opportunities for staff to experience the satisfaction to be derived from instructional experiences which maximize the success potentials of their pupils. These opportunities would serve as the foundation of our on-going staff development program.

The challenge in structuring diverse teaching/learning environments at the middle-school level for inner-city students was an especially difficult one. To meet it, our plans for a school staff development program, we recognized that staff members need:

1. A conscious awareness and understanding of the developmental stages of pre-adolescents.
2. Knowledge of the possible influence which the physical, psychological, social, and emotional changes of pre-adolescents have on the learning process.
3. Knowledge of the possible negative impact prior failure in school has had on students and their possible adverse reactions to rigid classroom standards.

4. Awareness of the need to adapt instruction to varied ability levels and to assure opportunity for success by all.
5. Awareness of the need to support individual staff members with instruction and direction in the methods of individualization of instruction.
6. Recognition of the need to offer staff the opportunity to experience success and to witness successful middle-school instructional practices in operation.

With these needs in mind, the almost non-existent prior staff experience with middle-school students, and all of the given needs and problems mentioned earlier, the first weeks of the 1974-75 school year proved especially difficult for many staff members. In some cases, the difficulties were the result of personal inadequacies. In others, for reasons beyond their control, teachers and administrators were not realizing the job satisfaction they had previously enjoyed. Due to their necessary administrative involvement, the supervisory staff was unable to afford the staff the broad supports they wished and needed. In the resulting climate of dissatisfaction, teacher resistance began to develop. There were rumors of administrative scapegoating, inadequate supervisory support, and supervisory inaction. Several teachers reported that they had stopped frequenting the teacher's room because someone was always complaining; and just to listen was demoralizing.

In their individual contacts with staff members, and in cluster and area conferences, the supervisors attempted to offer the staff support and to familiarize them with the many problems we were experiencing as a new school. Initially, these supervisory efforts had little positive impact. The administrators also were working under considerable pressure and often found it necessary to defend themselves against attacks from the staff.

Bureau of Child Guidance Consultants

In view of this developing strained relationship between staff and administration, I invited a team of consultants from the Bureau of Child Guidance (Board of Education, Mental Hygiene Department), to conduct a series of workshops in our school. The major goals were:

1. To provide a non-threatening forum in which the staff could ventilate their fears and concerns.
2. To initiate a plan of action designed to sensitize our staff to the developmental needs of our students.
3. To provide a vehicle by which our staff could be helped to reconcile their life styles with the life styles of our students and school community.
4. To provide a vehicle through which the lines of communication could be kept open between administration and staff.

The total school staff was invited to participate. To facilitate participation, each staff member was assigned to one of five groups and scheduled for two common free periods each week. Two BCG Consultants (one social worker and one psychologist - one black and one white) were assigned as resource persons to each group.

The purposes of the workshops were outlined at a general staff conference preceding the first group sessions. In response, the staff agreed that the idea had merit and volunteered to participate. As might be expected, when the groups met, they did so with caution, curiosity, and, to a degree, misconceptions. As principal and initiator of the workshops, I had requested consultants' services through their supervisor and did not meet with them as a group. As a result, there was no common structure or approach which pervaded all of the groups. Each had its own individuality and sense of purpose. This, in some cases, led to an agreement to promote change. But, because of my failure to pre-plan with the consultants, and, despite their awareness of our goals, an absence of task orientation existed in some of the groups. The result, in some instances, was a forum for expressions of staff dissatisfaction rather than a vehicle for promoting mutual staff-administration support. And absence of direction from the consultants led to drop out of the workshops.

At the close of the sixth and final session, representatives from each of the groups were invited to meet with a representative group of the consultants to evaluate workshop outcomes and develop a report for presentation to the school staff. The following is the committee's report.

Report of Seminar at I. S. 158X
March, 1975

Initial Objectives:

To explore with staff (teachers and paraprofessionals) problems which might be interfering with the school's effectiveness in achieving its educational goals.

Current Objectives:

To act on the problems raised at the meetings for presentation to administration and staff of I. S. 158X.

Problem Areas:

1. Communication
2. Pedagogical differences of opinion
    2.1 Realistic standards of expectation for children
3. Questions of discipline
4. Impact of cultural and ethnic factors on the overall functioning of school
5. Role of administration and school staff- Expectations and Limitations
    a. Principal and A.P.s
    b. Teachers
    c. Paraprofessionals
    d. Supportive services.

Suggested Solutions:

1. Monthly staff meetings - finding ways to make this an effective tool for more meaningful communication
2. Use of a "Suggestion Box" (Signed or Unsigned)
3. Grade Meetings to air common concerns and their solutions
4. Fact finding committees of teachers and paraprofessionals, who, through elected representatives. may wish to share their views with administration.
5. Adequate feedback to teachers following supervisory informal as well as formal visits.
6. Pedagogical differing viewpoints, disciplinary methods, and other specific problems or questions to be dealt with by means of the most appropriate above methods
7. A special conference or seminar to be considered with the view of understanding more clearly the respective roles of the principal and all other school personnel in regard to their specific responsibilities to the children, the community and to the Central Board of Education.
8. Consider inviting individuals with expertise who can give deeper insight into the impact of different cultural and ethnic backgrounds as they impinge on school functioning.

Collating Committee: Dr. Sabato

J. Breslau

E. Golding.

The report suggests that the workshop session with BCG consultants was a failure in terms of the pre-set goals. The workshop sessions, however, did provide a vehicle through which staff concerns could be more clearly identified. In this respect, they could be considered a success. In planning and program development, we would have to give attention to the problem areas presented in the committee report.

In a staff conference, following distribution of the report, the staff indicated a desire to continue exploring the goals initially set for the sessions, but not with the same consultants. After some discussion, we agreed to invite a specialist skilled in child development to conduct future workshops. Ms. Joyce Tisi, a teacher of Ethnic Heritage Reading, volunteered to serve as coordinator. Ms. Tisi would poll the staff and recruit a representative group to meet with me in order to more precisely clarify our interests, suggested workshop structure, and the type of person(s) we would want as consultants.

I met with Ms. Tisi and staff representatives early in November of 1974. Ten teachers and four paraprofessionals took part. The staff group indicated that they would volunteer to participate in the initial workshop sessions we were now planning. The need to work as a group, to take initiative, and to openly use feelings and experience was emphasized as essential to make the workshops effective. We also agreed that the failure to structure experiences designed to facilitate such a learning climate in our workshops with the BCG Consultants had contributed to our failure to realize the desired outcome.

Dr. Kandler, Jacobi Hospital

We contacted Dr. I. Kandler, Director of Mental Health Services at Jacobi Hospital, Bronx, New York. Dr. Kandler agreed to a luncheon meeting with members of our staff to familiarize them with his background and qualifications, discuss their expectations for the workshops, and his role as workshop leader. During the conference, Dr. Kandler revealed that parts of our school district are within the catchment area of his clinic and many of our pupils are serviced by that agency. The staff also was impressed with the fact that, through his clinic's service to the district's children and families, Dr. Kandler had become well versed with the social problems in our area and their impact on individuals and family groups in the community. The staff concluded that he was prepared to provide insights beyond those that relate to pre-adolescents in general. His background would enable him to relate to those pre-adolescent needs peculiar to our pupil population.

Dr. Kandler agreed to personally conduct five luncheon workshops for the group (one per week) and to refer other members of his staff for additional workshop groups should the staff so request. The group agreed that each workshop should be developed around a case study. The cases would represent typical rather than atypical pupil behavior. The decision to study typical cases was based on a consensus that generalized approaches of relating to staff concerns could be developed. In atypical cases, a variety of influences impinge. Individual approaches, not necessarily applicable to others, would have to be developed.

Staff members participating in the new workshops seemed highly pleased with the sessions and the resulting suggestions for dealing with pupil behavior. Following the final session, Ms. Tisi reported to the staff:

1. The participating staff found the workshops highly valuable and rewarding.
    1.1 All staff members should avail themselves of the opportunity to work with members of Dr. Kandler's staff.
2. Culture seems to be the most important determinant of individual behavior.
    2.1 The reactions of teachers to certain pupil behaviors are often inconsistent with reactions at home. The pupil reacts accordingly.
3. Staff should try to avoid extreme negative reactions to what they might consider atypical or personally directed negative pupil behavior.

3.1 When staff members reject pupils for what they consider to be negative behavior, they reinforce the pupil's feelings of alienation and thus provoke continued negativism.

4. When speaking with parents, staff members should be specific when mentioning their reactions to pupil behavior. They should seek suggestions from parents in terms of how they might elicit more positive responses from their pupils.

5. Parents should be offered positive reasons for school visits.

   5.1 Parents take the failure of their children as indicative of their own failure, therefore are reluctant to witness this conceived failure.

In workshop sessions with Dr. Kandler, staff members were encouraged to use their own feelings and past experiences as an important aspect of any observation, action plan, intervention or evaluation effort. The use of case studies as the core of these workshops provided the latitude necessary to encourage sharing of individual feelings with others while, at the same time, gaining perspective from each other's feedback. This emphasis on sharing and the development of a variety of viable approaches for dealing with behavior, served to promote staff elf-learning and experimentation which we hoped would continue beyond the workshop sessions.

Reviewing the structure of the staff workshops with Dr. Kandler, as compared with those led by the B.C.G. Consultants, it was apparent that all participants must be fairly clear about their professional goals and purposes for being involved. The purposes and goals of the workshops must provide a framework around which the participants can remain task oriented.

On-Going Staff Development in Area of Mental Health:

As suggested earlier, our goal was to establish a process by which the staff of I.S. 158X would become sensitized to the developmental needs of pre-adolescents and especially the special needs of the school's pupil population. The goal was based on the belief that, with this new understanding, the staff would come to feel less threatened by the student behavior conflicting with their own value systems. With increased emotional security, it was further hoped that the staff would begin to demonstrate caring attitudes and enter into contracts of mutual support with pupils. As Glasser [9] puts it:

> "Teachers and students must become involved; --- when students are involved with responsible teachers, people who themselves have a success identity and can fulfill their needs, the students are then in a position to fulfill their own needs".

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[9] William Glasser, Schools Without Failure. New York: Harper and Row (1969) 19.

The workshops engendered a conviction in some staff members that they felt they could, through an improved understanding of their students, begin to be more responsive and caring. And they attempted to translate that view to their colleagues. What was needed was a mechanism to continue improvement in staff understanding of both their own attitudes and those of their pupils. Such a mechanism, it was felt, could reinforce the feelings of hope which seemed to be re-emerging among some staff members.

Accordingly, teachers and auxiliary persons in the school's clusters were encouraged to plan monthly meetings, at which they would discuss both the group dynamics within their clusters and individual students with adjustment problems. Specific concerns of each staff member were to be shared with other cluster members before the meetings to allow time for study of the problems and preparation of recommended solutions. The cluster supervisor and school guidance counselor were to serve as permanent resource persons to the group. If the nature of the problems to be discussed indicated a need, other members of the pupil personnel team and/or outside resource persons were to be included. Efforts were to be made to develop action plans for each problem and the outcomes evaluated at subsequent meetings.

The cluster sessions served three major purposes: (1) To provide a vehicle by which staff members would be encouraged to monitor their interaction with students; (2) To open the channels of communication between teachers, students, pupil personnel workers, and supervisors; and (3) To promote consistency between members of a cluster in setting standards, placing demands upon students, and in dealing with individual pupil-adjustment problems.

Matching Students and Teachers:

In the school setting we constantly encounter students we categorize as underachievers. As school personnel, we usually attribute the poor performance of underachievers to their short attention spans, inability to concentrate, emotional disturbances, etc. In an effort to improve the adjustment of such students, we often, during a given term, shift them from teacher to teacher. Finally, at some point in these changes, we arrive at placements in which the youngster will respond favorably. Very often the students begin to progress academically. These placements might be with teachers who are rigid, highly structured, and who dominate the teaching/learning process or, in other instances, placement might be with teachers who are less structured, less threatened by atypical student behavior, who use a variety of instructional approaches, and who demonstrate a genuine concern for student interests and welfare. When finally assigned to a teaching/learning situation which complements his needs, the individual student begins to realize success and the negatives by which he was previously identified are dissipated.

Far too often our attempt to discover viable learning environment for unsuccessful students have come only after they begin to rebel against their class placements and become what we refer to as "behavior problems". It has been at this point that the search for a workable placement has begun. The fate of these youngsters has been determined by chance. Students have, however, often been placed initially with teachers with whom their behavioral styles have blended. They have been able to be themselves and thrive in the classroom environment. Youngsters who sat quietly and failed to achieve but presented no overt adjustment problem have been lost in the shuffle with the stigma of "low ability" or "underachiever". The great disservice to these students could have been avoided if we had been knowledgeable enough at the onset to create learning climates that would permit them to pursue learning through their natural styles.

In the absence of knowledge and procedures for relating learning climates to natural styles, we have been inundated with a variety of new programs, new techniques, and new approaches to the curriculum. Many have taken on faddish dimensions and are no more than administrative devices for implementing the same old curriculum.

During his lecture to the New York Nova Cluster, Dr. Bosco of the State University at New Paltz, described an experiment in which the major goal was to stimulate and facilitate personalized education by matching teachers and students by the compatibility of teaching/learning styles. Dr. Bosco and his team of consultants proceeded on the premise that, given suitable matching devices, students could be assigned to teachers of suitable emotional make-up and preference for instructional approaches.

I was excited by Dr. Bosco's experiment and arranged to meet with him to discuss his work. He explained that a major component of the experiment was a communications system which allowed educators to "place their problems in a framework for analysis of particular problems and proposals directed toward both facilitation and remediation". Specifically, the areas of analysis in determining preferences for teaching and learning styles were:

1. Symbols and Their Meaning - The individual processes through his nervous system theoretical and/or qualitive symbols and arrives at meanings peculiar to his personal thought processes.
2. Cultural Determination of the Meaning of Symbols - The meaning which a person attaches to symbols is influenced by his familial and peer group experiences as well as his individually perceived sense of purpose.
3. Modalities of Inference - The individual draws tentative conclusions as to symbol meaning based on definition, differences, comparative relationships and appraisal based on accommodation of the foregoing three, and deductive reasoning.

4. Memory - The degree to which memory is possibly influenced by protein inhibitors, diet and chemical supplements, etc.
5. Cognitive Style - A combination of the above four sets represents the manner in which an individual seeks meaning.
6. Teaching Style - The manner in which the teacher translates meaning which he arrives at through his cognitive style. Of primary import here is the teacher's demeanor, demonstrated concern for effective teaching practices, and his theoretical or qualitative use of symbols.

The discussion led me to consider the positive gains which could be realized in terms of teacher job satisfaction, student achievement, and student social adjustment if we could match student, teacher, and method. I also envisioned a reduction in the need to move poorly adjusted students from teacher to teacher in search of "the right place". If my enthusiasm was well founded, there would be less probability of erroneous conclusions that students were hostile, unmanageable, uncooperative, in need of clinical help, etc.

I left Dr. Bosco with the promise to contact him at the State University after I had presented the idea of cognitive matching to my staff and community superintendent. In the interim, I contacted Mr. Maggio, Director of the Alternative Junior High School in

District 7. Dr. Bosco and his team of consultants had been helping Mr. Maggio to employ cognitive matching in his school. On my visit to the alternative school, I observed an elaborate setup which we could not possibly employ under our current funding arrangement. In addition to the initial screening and assignment of students, the alternative school had a staff of diagnosticians who supplemented tax levy personnel with on-going individual student diagnosis and prescriptive materials.

I supplied our staff with materials on cognitive matching, a description of the program at the Alternative School, and arranged for a representative staff group to visit that school and observe the program in operation. The visit led to staff endorsement of the matching program.

Acting on the staff's endorsement, we submitted a request to the community superintendent for funding of initial workshops.

Due to limitations in time, funding for training, and the difficulty of programming staff for workshop participation, only a pilot group of ten could be included in the May-June training sessions. Dr. Bosco had indicated that a minimum of twelve one-and-a-half hour sessions would be necessary to profile the staff and train them in the theory and process of cognitive style. In addition, he advised me that, once the program was implemented, on-going involvement of the consultants with our staff would be required for maximum effectiveness. Selection of the initial ten participating staff members was difficult. The decision to participate had been unanimous. And our programming arrangement did not afford us the personnel to provide coverage to free all staff for participation. Finally, it was agreed that priority for participation would go to those staff members who had at least one common prep period three times a week. The remaining staff would rotate in coverage of the second period. We agreed that the workshop sessions would be held during the last two periods of the school day on Mondays, Wednesdays, and Fridays. The end of the school day was considered desirable in order that the sessions might be extended beyond the scheduled 1 1/2 hours whould it be considered desirable to do so on a given day.

During the workshop sessions, profiles for the ten participating staff members were developed and they in turn developed learning profiles for all of the students in our school who had opted to transfer to I.S. 158X. An attempt also was made to profile all students in our feeder schools who were scheduled to attend I.S. 158X in September. We experienced considerable difficulty because there had not been enough time to set up proper articulation procedures and because the feeder schools were engaged in their own end-term activities. We were, however, able to gain some general insights into the preferred learning styles of our new student population.

With an increased awareness of their own instructional styles and the preferred learning styles of the student population, the staff suggested that more should be done to develop instructional strategies and materials reflective of this new knowledge. A proposal for continuing our staff development in the area of cognitive matching was presented to the Community School Board for summer funding. However, monies for programs had been frozed and the plan had to be dropped.

The assignment of students to classes for the 1974-75 school year was, to the degree considered practical, on the basis of their cognitive maps and the preferred teaching styles of our teachers. However, there was little follow-up to see that teachers became more knowledgeable in the area and adept at developing instructional strategies and individual prescriptions based on these maps. A thorough understanding of cognitive matching and the development of viable programs based on its tenets is an involved process. We lacked the resources to pursue training and implementation beyond the workshops with Dr. Bosco and his team. For a sample of materials used in our cognitive matching program see appendix S.

Staff Development In Open Education -

In the effort to structure learning environments focusing on the individual learner, many teachers expressed the desire to provide instruction in open classroom settings. To be effectively implemented, the open classroom concept calls for flexibility in the use of space, furniture, and equipment as well as informal teaching-learning situations. Our new school building, with its demantable partitions, open carpeted areas, and movable furniture, provided an ideal setting for this instructional approach. The one major barrier to implementation was the fact that none of our teachers had taken courses in open classroom management nor had they worked in open classroom settings.

I realized that those teachers wishing to try open education would need a tremendous amount of support and guidance if they were to establish learning areas which recognize the interests of students and stimulate the extension of those interests. The tasks of blending freedom and academic rigor; to tune into what the students are sayint; to formulate the appropriate questions; to know when to intervene and when not to; to become a true facilitator and not a dispenser of fact; were all tasks that they would have to confront in their new classrooms.

As principal, I lacked the skills and knowledge to provide the staff with the training and on-going technical support necessary to implement a challenging open-classroom program. Nor was there anyone else on staff with such expertise. I began to scout around for a teacher who had been successful in open education and was willing to transfer to our school. This teacher would have to assume sone instructional responsibilities in addition to serving as open-environments coordinator. The staff did not object to an outsider coming in with this dual role since they realized the need and the fact that none of our current staff could handle the assignment.

One month before the school term ended, I was able to secure Ms. Miller from a neighboring intermediate school as our teacher - open environment coordinator. Ms. Miller had served as an open-classroom teacher for two years at the elementary school level and for two years at the intermediate level.

Prior to the end of the school year, Ms. Miller met for an afternoon with the seven teachers in our school who were to initiate the open education experiment at I.S. 158X. Four of the teachers were to work as a team in spaces that were completely open except for moveable furniture which could be used as dividers. These four teachers wanted a completely open structure with flexible grouping according to interests and skills needs. The remaining three teachers would also work as a team. However, they felt less secure with the concept and would work on a scheduled basis in areas having moveable walls which could be closed to create separate classrooms.

In her conference with the seven open-education volunteers, Ms. Miller explained that she would not act as a supervisor or rating officer. Her primary function would be that of a facilitator of the teaching/learning process and of a resource person. She would assist teachers in identifying student needs, developing and prescribing learning experiences commensurate with these needs, evolving creative learning practices and experiences, and demonstrating viable techniques which might be used in the classroom setting.

During the school year, Ms. Miller met regularly (once a week) with the teachers as a group and visited each teacher individually in the classroom setting at least three times a week. Her efforts were rewarding in that each participating teacher grew and developed in the skills of classroom management. During the year, several recommendations for changes, adjustments, materials, movement out of students, etc., came to me from Ms. Miller and in many cases, the group. To the degree possible and practical within the framework of our school policies and organization, I complied with these requests.

Initially, one member of the team of four, found it difficult to relax his control to the degree necessary for effective implementation of the open classroom concept. He asked to withdraw from the program at the end of the school year. Ms. Miller, this teacher's area supervisor, and I offered him encouragement and increased support. By ear's end, he had decided he did not want to leave the program. Mr. S. still has not relaxed his approaches to the degree desired. However, in terms of his sincerity, commitment, professionalism, and dedication as a teacher, we are certain he will continue to progress in the desired direction.

National Aeronautic Space Administration Workshop -

In an effort to enrich the curriculum and afford our staff direct experience in offering inter-disciplinary instruction in areas of high student interest, I sought permission from the community superintendent, Dr. Felton Lewis, to invite a team of consultants from the National Aeronautics and Space Administration to conduct a series of Aerospace workshops. Dr. Lewis approved, and I contacted Mr. Crone, NASA, assistant educational programs officer, to arrange a personal visit to the center.

On September 20, 1974, our district curriculum coordinator and science coordinator joned me in a visit to the NASA Flight Center to discuss our proposal. We met with Mr. Crone and his space science education consultants, Messers Aronson, Bilhorough, and Pope. We spent the morning of September 20th discussing our school district, our plans for I.S. 158X, our goals for a NASA workshop at I.S. 158X, and the degree to which the people at NASA felt they could help us to realize those goals. As a result, NASA agreed to conduct a two week workshop in our school from December 2nd to December 13th. The goals of the workshop would be to use aerospace knowhow, staff, materials, and equipment as instruments to:

1. Help staff learn enough about the various aspects of integrated curriculum and classroom management systems to initiate, operate, and maintain these aspects of curriculum development and implementa-

tion with on-going in-school and, when available, outside support.

1.1 Provide staff with direct experiences in curriculum integration.

2. Provide staff with a vehicle through which they could engage in pre-assessment, planning, and evaluation of their own learning experiences.
3. Assist staff in recognizing the many and varied skills, interests, abilities, and talents of our students.
4. Demonstrate that the teaching of any concept can be developed from simple to complex, concrete to abstract.
5. Demonstrate that student interest and involvement can be used as guides in determining the degree of focus on a given concept or skill.
6. Demonstrate how varied learning experiences may be used to promote the acquisition of desired skills.
7. Demonstrate the transfer value of learned knowledge to real experiences.
8. Demonstrate ways in which activities students enjoy may be used to promote the development of critical and logical thinking.

9. Use cooperative student/staff/parent activities as vehicles for developing and promoting wholesome attitudes, feelings, and sensitivity.

To help insure realization of our goals within a limited time frame, and reach the largest number of staff, students, and parents, we agreed that NASA consultants with backgrounds in English, science, mathematics, and social studies would conduct the workshops. Each specialist would plan experiences around common aerospace activities for presentation to each group. All groups of staff, parents, and students would be scheduled for a double-period workshop with each consultant.

In order that I might assist the consultants in determining the type of activities which might be of special interest to our staff and students, we spent the afternoon touring the space center and viewing films of varied activities the specialists had developed during workshops with other school staffs.

The Planning Process

At the end of my one-day visit at NASA, I agreed to return to I.S. 158X and share with my staff the information I had acquired on my visit, and to cooperatively develop with them our perceived needs in terms of the above goals.

In planning at I.S. 158X, we did the following:

- In a general staff conference, I shared with the staff my impressions of my visit to NASA. Literature on NASA was distributed to the staff. Our goals as agreed upon at NASA were shared. Staff questions were entertained with meaningful interaction.
- A P.T.A. meeting followed, at which the same process was followed.
- A questionnaire was circulated to staff and parents to elicit training needs and set priorities. Summaries of our perceived needs were prepared and forwarded to NASA along with staff and student profiles. The staff suggested a general design framework for the workshop. I consulted with the district Science Coordinator on this design and forwarded it to NASA (Diagram A).
- Two weeks before the beginning of the workshop, Mr. Bilborough of the NASA team visited the school to inspect the site and meet with the staff on the final design. We were unable to schedule a school-

DIAGRAM "B" *

FROM: CHARLES L.DUNN, PRINCIPAL I.S. 158X

SUBJECT: SPECIAL PLANNING CONFERENCE (NASA)

ALL TEACHERS AND THEIR ASSISTANTS, AS PER THE SCHEDULE BELOW, ARE ASKED TO MEET WITH ME IN THE CONFERENCE ROOM OF THE SCHOOL LIBRARY FOR THE PURPOSE OF OFFERING INPUT RE: USING THE SERVICES OF NASA IN OUR SCHOOL PROGRAM.

	DAY AND STAFF	
PERIOD	TUESDAY 9/24/74	WEDNESDAY 9/25/74
1	BANKS, COLEMAN, SQUILLANTE DRAPKIN, MILLER, HOROWITZ, TISI, EISEN, TABISEL, LESSER, LIEMAN, FINGER, KIRK	
2		ROSS, HOFHERR, MARCUS, WEBER, A. SMITH
3	BERKAL, SOLOMON, TELLER, BARATTA, GOTTLIEB, SCELSA, LA PORTE	HENDERSON, PERRY, BACKER, LINDER

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* Appendix A

wide meeting with Mr. Bilborough, so he met with selected staff members in small groups which set up the final design of the program.

- Finally, I developed a tentative scheduling arrangement and presented it to the staff in a general conference. With some modifications, the schedule was set and forwarded to NASA.

The Scheduling Process for Participants -

Diagram "B" outlines the schedule implemented during the NASA workshop. This schedule provided that: Each teacher participated in a minimum of three workshops, each of which was in a different curriculum area. Students were involved with their teacher in at least one of the workshops. However, two of the workshops were for staff and consultants with no students involved. All students participated in at least two workshops.

- All students were involved in one auditorium presentation. Time was provided for parents and staffs from other schools to participate in the workshops. And selected students from schools within walking distance of I.S. 158X attended presentations.

The first day was devoted to setting up the workshop areas, classroom visits by the NASA consultant and student briefings, informal small-group discussions with the NASA consultants, and a meeting between the NASA staff and I.S. supervisors. Discussions also were aimed at group-bond-building among workshop participants and the establishment of communication patterns between staff, parents, and consultants.

The schedule was designed so that each consultant would conduct two workshops per day. When the consultant was not involved in a workshop, he was free to meet individually and in groups with staff for evaluation, planning, and additional assistance for program implementation.

The workshop leaders were available until 4 P.M. each afternoon for sharing of ideas and reacting to the written evaluations of staff participants. As a result of these afternoon sessions, considerable cross-cluster support and sharring occurred.

Workshop Format

Staff:

Each staff workshop session began with a problem presented to the group by a consultant. The staff was encouraged to consider the problem for a two-to-five-minute period as it applied to their specific curriculum areas, i.e.: reading, math, social science, or science. Staff suggestions were posted for later reference. Following this exercise, the consultant developed the problem with the staff and again had them identify the various points at which the disciplines were integrated. The second list was posted alongside the first.

A typical workshop experience follows: -- Problem: Why does the effect of magnetic attraction vary with distance?

INVESTIGATE & DISCOVER

BACKGROUND INFORMATION: You may have noticed that a magnet does not affect another object until it suddenly lifts the object all the way to the magnet. Then again, you may have noticed that a particular magnet will do this when the magnet and the object are separated by the same distance each time you try. The force, in this case a force equal to the weight of the object, seems to depend on the distance between the magnet and the objects attracted.

It has been found that the forces between two magnetic poles varies inversely to the square of the distance between them.

MATERIALS: 1 Magnet
10 File cards - 3 centimeters (cm.) square
10 strips Adhesive tape (adhesive on both sides) 1 cm.
30 grams Iron filings
1 sheet of paper
1 Balance

ACTIVITY:

1. Cut out several file cards 3 centimeters (cm.) square. Make about ten of these squares.
2. Cut ten pieces of adhesive tape that sticks on both sides. These strips should measure 1 cm. in length.
3. Place a strip of adhesive tape in the center on one side of each of the square file cards.
4. Press the end of the magnet against the tape on one card so that it sticks.
5. Move the magnet around and slightly above the iron filings to pick up as many filings as possible.
6. Lift the magnet, card, and the attracted filings and place them on a sheet of paper.
7. Pull the magnet from the adhesive so the filings on the other side of the card fall away into a small pile on the paper.

8. Use this card again and attach it to the magnet.
9. Attach another card by its tape to the back of the first card. You now have a set which has twice the thickness of the first card.
10. Gather a second pile of iron filings using this set of cards.
11. Pull the magnet from the adhesive of this two-card set so the filings on the other side of the card set fall into a second pile on the sheet of paper.
12. Repeat this procedure with three-card thickness, four-card thickness, and so on to a ten-card thickness.
13. Place each pile of filings lifted on individual places on the sheet of paper.
14. Please note that the piles of filings represent distances from the magnet.

CONCLUSION:

1. How does the pile of filings gathered with the first card compare with the pile gathered with the second card?
2. Do the piles gathered by the other cards show any relation with each other?
3. About how many piles of the size lifted by the magnet with the ten-card thickness are contained in the pile lifted when the one-card thickness was used?

4. What observations can you make about the strength of a magnet as related to the distance away from the object it lifts?

COMPUTATIONS: The force between two magnetic poles is inversely proportional to the square of the distance betwen them. Representing the pole strengths by m and m' respectively and the distance between them by d, the force f, is found by the equation:

$$f * \frac{m\ m'}{d^2}$$

Students:

Concept and skills development for the students was similar to that noted above for staff except that no direct reference was made to the inter-relatedness of the disciplines. Although they were included in the development. Following presentation of the problems, the students were asked to observe, and or feel/ manipulate the materials and objects to be used in the experiment and hypothesize as to how they could be used to resolve the problem. Following each workshop session, the participating students had something tangible to take away with them, such as pictures, pamphlets, model parachutes, model airplanes, and model rockets. A number of typical workshop experiences for students are outlined below.

Topic -- Living in Space

I. Introduction to focus on the human factors in long-term space flight. Will include samples to show evolution of space foods. Skylab food tray will be demonstrated.

II. Each participant will perform as many activities at the following learning stations as time permits:

   A. Data game - an experiment in observation and communication.

   B. Measuring reaction time

   C. Measuring vital capacity

   D. Determining mass in a weightless environment

   E. Demonstrating low mass at a high velocity-micrometeroid hazard

Time for workshop - - 2 to 3 hours

Number of participants - - 30 maximum for each session.

Facilities needed - - Room with tables (not desks with arm writing surface), and projection screen.

Topic - - Aeronautics

I. Introduction to principles of flight

II. Each participant will perform as many activities at the following learning stations as time permits.

A. Using a wood sling and styrofoam ball to study Bernoulli's principle

B. Using a funnel, sand and a plastic cylinder to study the Coanda Effect

C. Comparing patterns surrounding air foil shapes in a smoke tunnel

D. Constructing models to demonstrate aircraft control functions

E. Constructing a device to demonstrate an Instrument Landing System

F. Begin the construction of a rubber band-powered model airplane.

Time for workshop - - 2 to 3 hours.

Number of participants - - 30 maximum for each session.

Facilities needed - - Room with tables (not desks with arm writing surface), and projection screen.

Topic - - Monitoring Earth Resources From Space

Each participant will be given lithographs of imagery from the Earth Resources Technology Satellite-1 (ERTS-1) and begin construction of a montage of the northeastern United States. Activities using the montage for application in science, geography, social studies, and history classes will be carried out - as time allows.

Each participant will:

A. Construct a montage of the northeastern United States;

B. Compare features on the montage to oil company maps, Geological Survey maps, and National Geographic maps;

C. Experiment with color light filters to understand how ERTS images are obtained and produced;

D. Determine the scale of the montage which they have constructed;

E. View a selection of color ERTS slides and learn how they can obtain color imagery for classroom and student use.

Time for workshop - - 2 to 3 hours

Number of participants - - 30 maximum for each session.

Facilities needed - - Room with tables (not desks with arm writing surface), projection screen, overhead projector.

Assembly Programs:

In each assembly program there was a short film presentation, a demonstration and discussion led by the consultant, a question and answer period, and a tour of auditorium displays. The display included a varuety of weather forecasting instruments, a model space capsule, model rocket, space suit, model space cabin, pictures, radar station, etc.

Follow-up Activities:

The workshops served to motivate staff and student interest in science and aerospace. To capitalize on that interest, science teachers assumed responsibility for the core topics of their respective clusters for the first marking period of the second term. In addition to the in-school follow-up, letters of appreciation were sent to NASA Assistant Director Crone and to the consultants.

This section presents the

Curriculum Design

VII

Curriculum and Design

General Considerations

Just as the middle school child's physiological development is unique, so is his intellectual development. The developmental characteristics of middle school students dictate that their curricul be equally unique. In designing curriculum for I.S. 158X, we took into consideration those developmental needs characteristic of pre-adolescents as well as those needs peculiar to our student population. We also gave considerable attention to the success potential for viable staff/student interaction as the curriculum was being implemented.

I accepted the fact that our curriculum would serve as the foundation for our school's educational program. Not only would it address the subjects to be taught and materials to be used, it would also identify with clarity the objectives and goals to be pursued in an effort to effect educational change in the development and behavior of our students. As Stent and Hazard put it:

> "The curriculum content and developmental format significantly affects a child's perception of himself, his peers, and society in general." [10]

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[10] Madelon D. Stent, William R. Hazard, and Harry N. Rubin, Cultural Pluralism in America. New York:Appleton, 1973, 23.

The school, through its curriculum, serves as a transmitter of culture and values. It offers to students models, ideals, and life styles to examine and possibly aspire to.

The staff knew my agenda was to establish a diversity of teaching/learning environments. However, none of us knew for certain just how broad the program should be. We knew that curriculum planning and development should take into consideration staff expertise, its experience and commitment, and the resources available for training. We sought a curriculum that would bring living and learning closer together - - A curriculum that would not only reflect current attitudes and values in our society but also encourage examination and acceptsnce of divergent opinions.

It was necessary to assess the skills, abilities, interests, and family-community life styles of our students. This information then would have to be interpreted for our staff in a manner which would result in increased awareness of its meaning. The procedures used to gather the data and approaches used to develop increased staff awareness were presented under the sections on "Problems Identified", and "Staff Development". As indicated earlier, we lacked the time necessary for an in-depth assessment of student needs. Consequently, initial curriculum development did not reflect the desired degree of planning. However, we did visit other intermediate schools in New York and discussed curriculum with their personnel.

In these visits, we found that, for the most part, curriculum were subject-centered. Subjects were taught in isolation and there was little or no attempt to establish continuity among them. Supervisors and curriculum specialists in these schools indicated that they were interested in promoting interdisciplinary curriculums. However, due to tradition and staff resistance to this type of planning, they had realized little success in this area.

Relating what we had seen during our visits to what we had learned about middle-school students in our district, and to what the literature says about the middle-school child, we knew that our goal for a diversity of teaching/learning environment would have to reflect a curriculum other than found in the other schools. We wanted a currixulum which emphasized the process of inquiry rather than the acquisition of facts, the interrelatedness of learning experiences, and the cognitive as well as affective needs of our students.

Shortly after my appointment as principal of I.S. 158X in February 1974, I learned that I would not be freed of my responsibilities as principal of C.S. 34 until the end of the school year. In title, I was principal of two schools, simultaneously planning the demise of one and the birth of another. This dual role made it difficult to engage in the necessary planning for the opening of I.S. 158X.

Board of Education cutbacks ruled out a planned summer program which was to have been devoted to planning. I was unaware of the cutbacks until two weeks before the end of school. Accordingly, in late May, I started meeting with a representative group of staff members to plan the summer program. Attention was given to the concerns involved in planning the new curriculum. Although a summer program did not happen, these concerns served to guide us in our curriculum planning during the early part of the 1974-75 school year.

Theoretical Considerations

The theoretical basis of our curriculum concerns took into consideration the purposes of the middle-school; specifically:

1 - We design a curriculum for students in the preadolescent stage of their growth. They were no longer considered children in the romantic sense and yet neither were they adults with attendant emotional and social responsibilities.

2. The curriculum would have to provide for promotion of self realization. Earlier in this report we cited the possibility that many of our students had developed poor self-concepts as a result of continued failure

throughout their educational careers. The curriculum, therefore, had to provide opportunities for all youngsters to experience success. We also were aware that factors other than academic success contribute to low self concepts. We would have to plan to deal with them.

3 -We had to plan for the broad growth and development of our students by creative use of the standard curriculum prescribed by the Board of Education for the grade levels serviced by our school.

4 -We had to plan for experiences and exploration of areas related to the varied student interests.

5 -Directly related to opportunities for establishing individual success patterns, is common practice for the middle-school to provide for individualization of instruction.

6 -While not a stated purpose of the middle-school, is a mandate of our District Community School Board for all its schools and reflects a theme common to the five purposes of the middle-school outlined above. This suggests a curriculum focus that is individualized, diagnostic, prescriptive, interdisciplinary, and multi-cultural.

In addition to the theoretical concerns which guided our curriculum planning, we were concerned with information from feeder schools on incoming students; questionnaire responses from students, staff, and parents; district goals; staff interests and expertise; the physical layout of the school plant, and contractual limitations.

To facilitate development of curriculum reflecting our theoretical concerns and providing for the peculiar needs of students and staff, the staff agreed that each team of teachers (major subject-area teachers servicing a group of 75-130 students) would select a common core topic aroung which to develop the instructional program.[11]

We agreed that the core topic approach would serve to promote subject integration and eliminate the tendency of many teachers to teach in isolation. The approach would also provide for continuity of instruction and reinforcement in skills areas. To coordinate the instructional program, we agreed that each teacher would fill out a "systems approach to instruction" form for each marking period and share the completed form with other members of the team.[12] The systems form serves as a tool to assist teachers in identifying specific objectives, goals, expected outcomes, and teaching strategies they hoped to employ. All members of the cluster were encouraged to reinforce an understanding of the identified concepts in their respective subject areas.

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[11] Appendix "B"

[12] Appendix "C"

The focus on interdisciplinary learning developed around core topics demanded an increased recognition of and movement toward an integrated school curriculum. But what developed in our school, interms of subject assignments, might seem like a contradiction of purpose. I refer to the fact that there is a clear delineation of what each teacher is to teach, when he is to teach it, what each student is to receive, and when he is to receive it.[13] In reality, there is no contradiction. In view of the severe skills deficiencies of our students, our staff's inexperience in working with middle school-age students, and the limitations placed upon us for staff development, we had to build in those safeguards necessary to seeing that the many and varied needs of our students were being met. Although instructional schedules are clearly spelled out, a degree of flexibility is built into the program for individual's or small groups of students. This flexibility permits students to continue with group or individual projects beyond a given period with the understanding that they are responsible for their assignments in the curriculum area which they miss or are late reporting to.

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[13] Appendis "D"

Limited staff, budget stringencies, and staff inexperience at the middle school level, forced us to limit our curriculum offerings during the first year. We moved with caution in this area in the hope of ultimately being able to develop a program of curricular offerings which truly reflected our philosophy about school experience for students in the middle-school. For the school year 1974-75, curricular offerings were divided into three categories: electives, required, and mini-courses. Students had many choices available to them in the mini-courses, although they had to select participation in only one. (The curricular allocations are noted in Tables 10 and 11).

TABLE 10

I.S. 158X--Required Subjects by Grade Level

Subjects	Grade Allocations		
	6th	7th	8th
READING	X	X	X
SPELLING/GRAMMAR			
JOURNALISM			X
CREATIVE WRITING	X	X	
LITERATURE		X	X
SCIENCE	X	X	X
MATHEMATICS	X	X	X
SOCIAL STUDIES	X	X	
URBAN STUDIES			X
HEALTH & PHYS. ED.	X	X	X
SPANISH			X
GEN. MUSIC	X		
ART		X	
SHOP & HOME ECON.	X	C	X
AFRO HISPANIC CULTURE	X		

TABLE 11

I.S. 158X - ELECTIVE SUBJECTS BY GRADE

	GRADE		
Subjects	6th	7th	8th
SPANISH	X	X	
VOCAL MUSIC		X	X
ART	X	X	X
INST. MUSIC	X	X	X
DANCE		X	X
DRAMA	X	X	X
TYPING	X	X	X
ETHICS			X

An observer examining our curricular offerings might be tempted to conclude that they do not differ significantly from traditional junior high school curricula. However, there should be an awareness that there are basic curricular requirements imposed by the State Department of Education and the Board of Education. As state/city-certified institutions, public schools must provide the mandated curricular. How the curriculum is implemented, however, does made a difference. A description of I.S. 158X's implementation pattern follows:

Reading Skills

Our reading program is completely individualized on the basis of student needs. Every student in our school was given the McGraw-Hill Prescriptive Reading Inventory,[14]an instrument developed to identify areas of student weakness on nine-two objectives considered necessary to successful student achievement in reading. The P.R.I. tests are machine scored and individual as well as group profiles of student needs returned to the teachets. These profiles identify those student needs and behavioral patters which must be dealt within an instructional program. The group profiles suggest class groupings for instruction on specific objectives. The objectives are also identified according to four levels of mastery (blue, green, yellow and red)/ During each marking period reading teachers cooperatively agree on the ten objectives of focus for that period. These objectives are circulated to all staff who, in turn, provide reinforcement experiences in their respective areas.

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[14] Appendix "E"

Instruction in reading deals with the development of skills such as word recognition, vocabulary acquisition, reading comprehension, rate, recognition of various reading purposes, and oral reading for sp-cific purposes. We stress the importance of a student's facility to apply his reading skills to all situations calling for interpretation of the written word.

Literature

In literature instruction is devoted to prose, fiction, prose non-fiction, poetry and drama. Emphasis is placed on acquainting the student with various literary forms and encouraging him to investigate them in terms of his personal enjoyment and satisfaction. Student creativity in role playing and on developing scripts from reading materials is encouraged. The content of the literature program is multi-cultural in the hope that each student will be able to use literature as a vehicle for understanding himself and his world with greater comprehension, awareness, and enjoyment.

Language:

Spelling grammar, journalism, and creative writing are categorized as language. In language we stress writing, speaking, and listening. The program identifies the language curricular components separately to insure teacher preparation and instrucion in each area.

Writing - development of the skills necessary for ease and effectiveness of written expression. In creative writing, students write on topics indigenous to their personal experiences and dreams. In journalism, students again are encouraged to write at their experiential levels. However, a major aspect of this program is the development of school and class newspapers. Spelling, grammar, sentence and paragraph structure, punctuation, capitalization, and related skills are stressed. Students are taught the skills of functional and creative writing. Writing is viewed as a means of communication and self-expression.

Speaking -Linguistic fluency is seen as a means of effective oral communication. Oral communication patterns peculiar to the life styles of the students are encouraged and compared with those patterns common to our larger society. Students develop an awareness of their own style of speaking and the effect it has on others in a variety of social situations.

Listening - Effective listening is stressed as a means of gaining information, processing information, and finally, evaluating it.

Mathematics

Mathematics instruction is based on the forty-two S.R.A. Math Mastery Objectives.[15] A machine-scored printout identifies the levels of achievement of each student on forty-two basic math objectives considered essential for successful student performance at the middle school level. The math teachers in our school agree on the objectives to be stressed for a given period and each teacher is responsible for developing data-bank materials for a given objective on four different levels. These materials are placed in a central pool and made available for duplication and use by all math teachers in their instructional program. This sharing activity encourages individualization of instruction suited to the needs of each student.

The mathematics objectives provide for instruction in arithmetic, geometry, and algebra.

Arithmetic includes numerical computation with integers, fractions, decimals, and percents. Number thoory, graphs, number basis, automatic response and approximations are taught. Teachers are encouraged to relate all of these skills to the experiental levels of our students in their practical applications.

[15] Appendix "F"

In geometry, we focus on direct measurements, units of measure, areas, perimeters, volumes, geometry of simple figures, constructions with compasses and straight edges, making models of solid figures and again, practical applications.

Algebra includes set theory equations and inequalities; properties of the sets of integers, of rational numbers, and of real numbers from an axiomatic viewpoint; verbal problems; linear graphs; systems of equations, and practical applications.

We offer a variety of learning materials from which students can synthesize an individual method of learning. Our math laboratory has a lending component which affords teachers measuring equipment of many kinds, mathematical games, cassette tapes, programmed materials, activity/task cards, and the like.

At the end of each marking period, we conduct a schoolwide systems test based on the teacher-developed mathematics objectives. If sufficient student mastery is not indicated in a given objective, it is carried over to the next marking period. Each student has a math folder in which he keeps a record of his progress and samples of the projects in which he has engaged.[16]

Science:

The sciences are clustered into three major areas of study: chemistry, biology, and earth sciences. Teachers decide the areas of focus for a given period with a variety of experience in each area available to the students. In addition to teacher generated activities, students are encouraged to generate their own.

All classes are assigned to the science laboratories for specific periods during the week in addition to class time for theory exploration.[16] Ideally, we would prefer to have an individualized science program offering students assistance and direction as needed. However, the teachers handling the program are not specialists and lack strong science backgrounds. Generally, they are insecure about implementing a science program of this complexity.

Our goal is to develop a science program which is activity- and experience-oriented with an emphasis on discovering facts, observing phenomena, developing and testing hypotheses, and deducing general principles.

Social Studies:

Urban studies, although listed separately on our list of required subjects, is a part of the social studies curriculum. Other disciplines included are history, economics, anthropology, and to a degree, political science. The major areas of focus are:

Skill Building: Students are offered experience in building map and globe skills, research skills, reporting skills (verbal and written), media analysis skills, interviewing, and community organization/participation.

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[16] Appendix "F"

General Background: A variety of textbooks, films, filmstrips, and teacher-developed materials are used to generate the students' awareness of American and European history and their influence on present-day life in our country and community.

Specialty Study Areas: Student experiences will be concentrated in the areas of urban studies (ethnic groups, city planning and urban renewal, transportation); Afro-Puerto Rican history and culture, and environmental studies.

Special Interest Studies: Students will be encouraged to pursue their own special interests in social sciences. Books, media materials, trips, and other opportunities, will be made available to broaden the students' interests in this area. Students of Afro-Puerto Rican culture will visit frequently the district's Culture Museum to develop greater awareness and interest. To the degree possible, the social studies curriculum will be problem-oriented. Emphasis will be placed on processes and concept development. All students will have individual folders in which they will log their experiences and maintain samples of their progress.

Health and Physical Education:

The Health and Physical Education program is designed to: (1) promote physical activity and physical fitness; (2) develop student competence in body management and useful physical skills; (3) develop a conscious awareness of safety practices; (4) promote individual and group understanding support; (5) promote individual awareness of and appreciation for the effects of physical activity upon the body; (6) provide opportunities for the exercise of student initiative, leadership and responsibility; and (7) reinforce basic learnings in other areas of the curriculum.

Activities in which the students participate include basic and creative movement, rhythm and dance, perceptual-motor skills, team sports, and gymnastics. Competitive interscholastic sports are discouraged.

All students are assigned to the gym for a double period each week. Ideally, we would like to have students participate in directed physical education activities for at least one period each day. However, our staffing pattern does not permit such a schedule.

Spanish:

Spanish is the only foreign language offered in our school. Staff limitations, again, forced us to limit foreign language offerings. Since we were assigned only one foreign language teacher, we chose Spanish. The school community is largely Hispanic and, although many of the students are fluent in the colloquial form of the language, they do not understand or speak Castilian Spanish. And these same students do not read or write the language. In addition to offering Spanish for the Spanish-speaking student, the language is also taught to English-speaking students. Exposure of these students to Spanish promotes and develops their multi-cultural experiences and understanding.

The audio-lingual approach is used in Spanish instructional program. Reading and writing are introduced as students develop proficiency.

Perceptual Development

I.S. 158X has three non-graded perceptual training classes. Students are grouped in these classes according to the degree of their perceptual deficits. In organizing these classes, we recognized that there are children who lack the readiness for learning because of developmental lags in the areas of perception, gross motor coordination, auditory discrimination, and visual motor integration. By identifying these deficits and developing an individualized learning program which involves systematic remediation, children will be prepared to learn.

Children are selected on the basis of a diagnostic screening consisting of the Bender Motor Gestalt test, figure drawings, measures of auditory and visual discrimination, measures of lateral dominance as well as scores on standardized citywide tests, teacher rating sheets, and attendance records. Progress made by participation in the program will be determined by re-examination with these same measures at the end of the 1974-75 school year.

Objectives of the program include:

1 - To identify the deficits of perceptually disabled students.

2 - To develop techniques for creating individual profiles of learning patterns and needs of each child in the program.

3 - To devise a curriculum and techniques to be used in the classroom environment which meet the educational needs of each child.

4 - As a result of the individual focus of the program, we expected that along with academic growth, there would be improved attendance, improved peer relationships, and development of a more positive self-concept.

The rationale behind the establishment of perceptual development classes is more pragmatic than theoretical. The benefits which can accrue to youngsters twelve and older are questionable. However, the reality of the symptoms manifested by a large number of children who seem capable of learning and yet had attended school for five or more years with remarkably little to show, seemed to suggest that perceptual disability might be the genesis of their problem. Despite their advanced years and the expected presence of considerable emotional overlay, we felt that a program geared specifically to perceptual training was worth investigation and perhaps a last hope for these children.

The tangible results of our experience with perceptual training methods for sixth grade children indicate that progress can be made by children who have failed in conventional classrooms. Although one year is certainly not enough, all children in this class are better equipped than before to deal with the world. It is hoped that this experience will carry over and that they will be able to function more efficiently in other school situations.

In our perceptual development classes the performance of the teacher of reading is a visual and auditory experience, as well as a kinesthetic and emotional one. Particularly appropriate is the exposure of children to the published creative writings of other children such as "The Me Nobody Knows".

Instruction in mathematics is highly individualized making use of a variety of concrete materials as teaching aids.

Considerable emphasis also is placed on the emotional needs of children. Group discussions, individual appointments, continued warmth and attention from teachers, the frequent experience of success, and time spent in helping each child to understand his own learning style are the components of this important area.

Small, task-oriented activity groups have been organized for those students in the program who show progress in mastery of the assigned activities. Their purpose is to employ students as tutors for their less-advanced classmates and in the process, increase their own achievements. And, they should become positive forces in the teaching/learning process.

In the area of gross and small motor control, the Frostig exercises are used along with many project-devised movements, body games, and body image techniques. To provide additional perceptual training, the program is crafts-oriented. The children learn to knit, sew, crochet, embroider, weave, and string beads. Each of these rather complicated crafts activities are broken down into small, simple steps to which the children can relate. Knitting, for example, is a five-step task, with careful verbal instructions and much repetition. Aside from the actual perceptual gains and the tangible skills, real feelings of mastery serve as invaluable supports of this avenue of education.

The program relates very specifically to the individual needs of each child as ascertained by the initial evaluative selection procedure. These learning profiles provide basic information on which the prescriptive learning program for the year is built. Modifications are made as the child masters prescribed learning skills.

Mini-Courses

As we neared the end of our first term at I.S. 158X, organizationally and administratively I felt we were approaching a semblance of stability and it was at this point that I approached the staff about the feasibility of offering mini-courses. I first presented the idea to the staff assessment committee and, after some discussion, it agreed to support the program. With that endorsement, I moved to present the idea to the staff and parents' association.

In a January staff conference, I suggested offering mini-courses during the last period of the school day on Mondays, Tuesdays, and Fridays. The purpose of the mini-courses would be to afford the teachers choices (not necessarily academically oriented) which accommodated their needs, interests, talents, and abilities. The mini-courses would also afford opportunities for student-teacher contacts in relaxed environments, with reduced staff student ratios, under conditions in which students would not worry about grades, and staff would not have to be concerned with measuring a student's progress by some pre-determined set of guidelines.

Staff discussion produced enthusiasm and interest. I suggested that all staff members be included on a voluntary basis and that they consider teaching their hobbies, special skills, and interests outside of their area of formal training. I also mentioned that there may be students with interests and talents which did not match those of a given staff member. However, the presence and involvement of the staff member as a non-directive or generating participant would serve to promote a program truly representative of the interests and concerns of our students.

Staff members were advised that they would be asked to fill out a form indicating the title and a brief description of their respective mini-courses. Parents and members of the community would also be invited to participate as mini-course leaders. Proposals for mini-courses were prodigious in number.[17] Many of the suggested courses were in areas foreign to our students and, due to their limited exposure, did not attract their interests.

The staff was especially pleased with the fact that all personnel, professional and auxiliary, would be involved. The reduced staff-student ratio resulting from that involvement would truly afford staff and students an opportunity to interact in a non-threatening manner and one that supported the needs of all concerned.

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[17] Appendix "I"

Two weeks before the start of mini-courses, all eighth-period classes were contained in homerooms. Teachers, using a proposed description of the min-course schedule and course offerings, asked all students to make first, second, and third choices of courses. Only three children from each class were permitted to opt for the same first choide. Students were asked to take their schedule of courses home and to discuss their choices with their parents over the week-end. They were to turn in their mini-course choices to their official teachers during homeroom on Monday.

At the end of the school day, on Friday, I was bombarded by students wanting to know why a majority of students in one class could not elect to take a given course as their first choice. Although their teachers had explained to them the necessity of affording all students the opportunity of taking a courst of their choice, I had to continuously reinforce this fact. The students were not satisfied with my explanation and I decided to pursue the matter in another way. On Monday, I met with each grade separately in assembly to explain our reasoning. I used the chalkboard to demonstrate the numbers involved if as many as two students from all of our classes opted for a given course as a first choice. I then put the weight on their backs by having them react to the purpose of our mini-courses and their perceptions of what would happen if one course had fifty students and another had only three students. The students solved the problem for themselves and voiced approval, recognizing the limits involved in the program.

When the mini-course requests were all in, a tally of student choices was completed and, to the degree possible, they were assigned to either their first or second choices. "Collecting Stamps" and "Folk Singing" were busts with no students expressing an interest. We discussed the problem with the teachers and they agreed to switch to audio visual instruction and video productions respectively. We were able to recruit individuals with expertise in these areas to assist the teachers and their courses went well.

We were unable to secure the services of any parents or community persons as workshop leaders. However, a number did volunteer to assist.

Initially, we experienced considerable difficulty with the mini-courses. The students understood the rationale for limiting the numbers in each course. But there were those who, nevertheless, wanted to change once the courses began. In many cases, students took it upon themselves to appear at a course other than the one to which they were assigned, or to leave school at the end of the seventh period. To deal with this problem, we found it necessary to institute a program of "Hall sweeps". Five minutes after the mini-courses started, members of the supervisory staff who did not teach mini-courses and parent volunteers would go through the halls collecting all students who were out of classrooms without official passes. The students were taken to the library and detained there for independent reading. As time went on, many students decided to attend the courses to which they had been assigned. Others decided to use the time as a study period in the library.

Supplementary Curriculum

In the formative stafe of our program for diverse teaching/learning environments at I.S. 158X, I was fully cognizant of the limitations placed upon us by tax-levy supports and Board of Education curriculum mandates. I knew that a degree of change could be realized by employing new methods, procedures, and processes, and yet these were limiting in terms of the need and programs which we envisioned for meeting these needs. To further our purpose, I began to seek support from outside the tax-levy structure. The remaining pages of this section offer a descriptive analysis of those non-tax levy programs which we brought into the school to foster achievement of our goal.

Learning Enrichment Media Center

The Learning Enrichment Media Center is a combination tax-levy and state-funded program. The center was established to make available in the school an area where small groups of students could meet in a non-threatening environment to strengthen their skills in reading through the use of multi-sensory activities using content from all curriculum areas.

The Learning Enrichment Media Center is located in an open-environment carpeted area the approximate size of three average classrooms. The room is of adequate size to permit the open display of various learning materials, and to allow students easy access to the available materials.

Although we make extensive use of multi-media equipment and materials in all of our classrooms, the center serves as a special and unique supplement to the classroom instructional program. In addition to being a non-threatening area removed from the classroom environment, the Learning Resource Center serves the following purposes:

1- Provides students the chance to move from a structured subject-oriented environment to a high-interest, interdisciplinary framework. Thus, it allows students opportunities to see and appreciate relationships between the various disciplines.

2- Permits the student freedom of choice in his selection of activities within the framework of pre-determined, individual needs as diagnosed by evaluative, prescriptive data used in the school. Research has shown that measurable progress results when children participate in choosing their learning experiences, e.g. The Samuel B. Huey School in Philadelphia.

3- Extends the availability of multi-media sources for the purpose of delimiting teachers and textbooks as primary vehicles for learning, and thus develops within students an ability to engage in independent, self-generated learning and thereby, to become reflective decision-makers.

4- Serves to broaden the range of technological tools available to each teacher in the school, all of whom may use the Learning Enrichment Media Center as a lending library.

5- Serves as an area where parents can recognize the need for their constructive involvement in a relatively unstructured environment.

6- Serves as a vehicle through which students think and work toward consensus with others whose self-interest and values may differ from their own.

7- Makes available a variety of multi-ethnic materials for the purpose of promoting multi-cultural awareness.

A maximum of thirty students are serviced in the center during any given period by one teacher-coordinator and three paraprofessionals. Students request permission to visit the center through the official teacher of the subject to which they are assigned at that time. The official teacher contacts the center via the intercom to find out if space is available for the student or to make an appointment for a later student visit. Teachers and students may make prior appointments for visits to the center for work on special projects.

Copies of all students' P.R.I. profiles are on file in the center for use as guides to the staff in assisting students to select experiences suited to their levels of performance and needed skills.

The basic educational approach used in the center affords students considerable freedom to discover the inter-connecting relationships of things and ideas. The teacher-coordinator and paraprofessionals serve as facilitators and resource persons to students. In addition to the profiles, subject area goals are also on file in the center.

All school staff members are encouraged to visit the center and use the materials and equipment to enrich their classroom programs. The teacher-coordinator conducts regularly scheduled workshops for parents and staff to familiarize them with the materials and approaches used in the center. Parent volunteers in the center are encouraged to assist in individualizing the program.

Project PLAN

In December 1974, I proposed to the New York Urban Coalition that I.S. 158X be considered for inclusion in Project PLAN, school-based program with an environmental-education component funded under the federal Emergency School Assistance Act. The Coalition is a non-profit organization attempting to bring the resources of labor, the private sector, and community groups to bear on urban problems, including education.

At the time, the Coalition had been operating in another district school for five months. Following several conferences with Ms. Margaret Chiara, Project Director, our school was approved for inclusion in the E.S.A.A. proposal. Ultimately, the proposal was approved with minor modifications and our school along with two elementary schools in the district became the participants in Project PLAN for the 1975-76 school year.

Although this practicum was proposed for the 1974-75 school year and Project PLAN was not implemented until the 1975-76 school year, our application for participation was made during the course of practicum. It is also to be understood that the process involved in writing proposals and securing funding is a long and trying one and there is no short cut to compliance with established guide lines.

The following description of the environmental component of Project PLAN has been excerpted from the proposal submitted to the Department of Health, Education, and Welfare; Grant #320-75-00313(529); Project #529-A250111. Project PLAN is being implemented in our school as described in column 2 - "Activities".

OARD OF EDUCATION OF THE CITY OF NEW YORK

Intermediate School 158X Bronx, 10456 800 Home St. 329-0800-01
SCHOOL BOROUGH ZONE ADDRESS TELEPHONE

OFFICE OF THE PRINCIPAL

May 14, 1975

To Whom It May Concern:

We are happy to have been included in the proposed New York Urban Coalitions' "Parent Professional Development Program (Project Plan)." I have read the descriptive narrative of the program and find that its goals are in consonance with those we consider vital if our schools are to be responsive to the needs and demands of society.

A positive home-school relationship is one of the most important components of any successful school program. When teachers and parents see each other frequently, formally and informally, in a supportive manner, they provide the reinforcements necessary for effecting the total efforts of the school. Parents need to participate, to be informed, and to know that theirs is a vital role in the development of their children. Parents are demanding, and rightly so, to be consulted before broad policy is decided and implemented, to participate in the evaluative process, and to play a role in deciding what efforts will be engaged in to upgrade and improve the performance of their schools.

Just as parents have a need to be consulted and involved in a meaningful way as relate to the total educational program, teachers and auxiliary staff have certain needs as they attempt to facilitate the learning process. In a research study of the needs and problems of teachers, the N.E.A. found that five difficulties outrank all others in importance to teachers. The five perceived needs of teachers were: (1) protection of job security; (2) adapting instruction to the wide range of pupil abilities and achievement; (3) relating to pupil indifference; (4) an overabundance of non-instructional duties; and (5) providing for individual needs when class loads were too large.

While attempting to address the needs of his many constituents, the school principal must be forever mindful of his commitment to the total educative process. He must serve as a catalyst and leader in improving education in his community.

If implemented, "Project Plan" will provide a monitoring program with ongoing evaluation and re-assessment of need as an integral part of this cooperative effort. This cooperative effort of involvement and information, feedback system will reduce resistance to the principal's efforts and offer increased support for his position as an educational leader.

With this guided support from my community-school power structure, as principal, I will make those final decisions necessary for movement toward our perceived goals.

Our schools continue to be the primary institutions, through which societies' values are transmitted. By our compulsory school attendance laws, we demonstrate our belief that our schools can and should perform this task. Recent expression of displeasure with schools have come from all stratas of society and yet, there has been no move to abolish the "public school system." There has, however been cries of redirection of approach, curriculum focus, and increased community participation. With these cries has come an increased awareness that our youth, through their peer groups, work experience, community contacts, and family experiences, learn more of the behavior important for constructive participation in society than they learn in the school setting. The school must, therefore, establish lines of meaningful communication with these out-of-school institutions as a means of enriching its educational program. Project Plan will afford us this vital link.

During this period of budget deficits, our need for supplemental aid is greater than ever. Our tax levy supports are being cut, and the challenges to our abilities as educational institutions are increasing. Our survival as viable effective societal institutions must be supported through those resources not generally available to us.

Very truly yours,

Charles L. Dunn,
Principal

CLD:jr

Basic__________
Pilot XXXXX
Bilingual________

Need: There is a need to stimulate each student through a set of planned multi-sensory, multi-cultural, interdisciplinary, group and individual experiences which provide opportunities for individual success, group cooperation and which enhance academic motivation.

Priority Rank of Need: 2
Supportive Data to Justify Need: Previously Submitted

III. Specific Objectives of Project PLAN, in order or priority, are as follows:

(1) Objectives

To be in a condition in which by June 30, 1975 60% of the children from each of the project schools have had the three day experience at Pocono Environmental Education Center (PEEC)	1. The teachers, parents and supportive staff from each participating school will have a Parent-Staff Orientation Weekend prior to the children's experience. 2. PEEC staff will visit each class and the parents of the children to orient them prior to giving PEEC	1. By June 30, 1976 a formal written statistical analysis of all persons attending the PEEC center will be completed by the Project Administrator.
	3. Each school community will establish a group of people including the Field Representative, Community Aide and School Liaison to organize, coordinate and promote the PEEC experience. 4. Each school community will assume the responsibility of providing transportation for staff, parents and children to PEEC. 5. The implementation of this objective will be documented by extensive video, photographic and written(in the form of agenda and minutes) data andsummary of this material presented in the final report and/or dissemination conference at the District 12 Ethnic Heritage Center (May, 1976).	2. A questionnaire will be given to Parent-Staff Orientation Weekend participants to assess their evaluation of PEEC prior to student visitation.

Supportive Network

One of the major difficulties a school faces when it attempts to design and implement strategies for its own development and renewal is the fact that it is somewhat isolated. A public school usually functions as a nearly autonomous institution, receiving communication and directives from the outside but enjoying considerable latitude in developing particular strategies to meet its needs. This situation arises because the district office is necessarily heavily involved in matters of funding, staffing, quality of program offerings, enrollment, resource allocation, and the like. A district will always provide some specialists to deal directly with the schools on organizational and curricular questions. But the number of schools to be serviced, coupled with the wide variety of their programmatic strategies, makes thorough programmatic intervention a practical impossibility. So, when a school seeks to modify its internal organization to change the way in which it delivers its services, it tents either to rely heavily on its own staff resources or to try to create a support system of its own.

The Coalition appreciates the difficulties faced by both a school, like I.S. 158X, which wants to make major organizational changes to better deliver its educational product and a district, like District 12, which is highly interested in the particular needs of each of its schools but must - by law and available resources - first address those questions which are more generalized and which programmatically affect large members of its schools.

Because it appreciates these difficulties, the Coalition tries to develop linkages among schools involved in similar developmental strategies and which could, therefore, benefit from frequent sharing.

I.S. 158X has been a member of such a network during the past year. The network is primarily built around the fact that all of the schools in it have newly initiated and Coalition - supported planning teams. In addition, each of the schools is interested in organizational change, the possibility of mini-schools, questions of staff development, and the role of the principal in supporting change. Schools from Districts 5, 8 and 12 are involved in this network and, periodically, representatives from the alternate high schools have participated. The network itself has been jointly supported by the Coalition and the Learning Cooperative, a program of the Board of Education.

B. TO AUGMENT THAT RELATIONSHIP IN EACH OF THE SCHOOLS BY PROVIDING TWO ADDITIONAL AND INTERLOCKING SUPPORTS TO THE SCHOOL AND THE CHILDREN: THE-OUT-OF-COMMUNITY LIVING EXPERIENCE AND THE LEARNING ENVIRONMENT DEVELOPMENT EXPERIENCE

1. Out-of-Community Living Experience

It was proposed that by using the facilities and resources of the Pocono Environmental Education Center (PEEC) (R.D.1: Box 268; Dingman's Ferry, Pa. 18328) an extended out-of-city living experience can be offered to about 1,500 children and 150 adults (parents and staff) from the three project schools. The experience is scheduled over a 15-week period during the school year. Approximately 100 children and 10 to 15 adults are at the PEEC center for a two half day periods each week. The PEEC experience is coordinated by school liaison, the field representative and community aide in each school. They organize and provide overall coordination for on-site PEEC experiences and relate those experiences to all other components of this proposal. The activities at the center are organized by PEEC personnel. The PEEC experience is so designed and structured that it is intended to:

a. Work to break down the effects of minority group isolation by expanding the learning experiences and the horizons of the children.

b. Stimulate the children to positive reflection on questions related to environments and what it means to live within any given environment;

c. Enable the child to see his own community environment with a new and constructive clarity;

d. Provide an extended group living experience for adults (parents and teachers) and children in which traditional regular role definitions will be significantly altered;

e. Stimulate the school staff to question some of their basic assumptions about curriculum and the learning process and to begin to change their approaches to the children so that they relate more effectively to the whole child within the school setting;

f. Bring some of the adults in the children's daily lives (parents and teachers) together in a situation which is neither functionally segregated nor heavily role defined and thus begin to encourage both the children and the adults to create more human, integrated, positive learning communities within their school.

3. The particular objectives and activities delimited in the planning for the PELC experience and included in the Needs/Objectives Section of this proposal.

2. Learning Environment Development Experience

The crux of Project PLAN is the manner by which it established situations in which:

a. The development of the planning team in each school and the shared living experience at PEEC can be analyzed and assimilated by participants so that they produce long term positive effects on the children, staff, parents, school, and community.

b. Clear and realistic assessment and evaluation of project activities is publicly visible and a dynamic for continuing project-generated success (both programs and processes) is established.

The project, by demanding the integrative activities related directly to the child's learning and living environment, links all activities and objectives to the daily world of the school and community in such a way that the results must necessarily leave positive, visible, planned changes in the environment of the school community.

These changes must, furthermore, be perceived by the participants as self selected, related to publicly articulated needs, and created by the collective energies of the participants if the project is to be successful. Thus the perception of "ownership" of both the planning process and programmatic results is proposed as the single most important evaluative question.

The underlying assumption is that the strong positive effects arising from the creation of the planning teams and the experiences of shared living in PEEC can be focused, enhanced and internalized in such a way that the schools, the children, the staff and community people come to better understand the implications of prolonged group isolation and to acquire tools which can be used to change this situation. A set of carefully planned activities is developed which enables the participants to plan for and implement positive changes within the learning environments of the schools and the general living environment of the community.

Specifically, a team of teachers selected from C.S. 129 by the principal and the SDT in consultation with the Coalition, will work to recreate their learning environment in such a way that the final implemented design (to be completed during the academic year) clearly supports and enhances the objective set by the students and staff who live and learn in the space. This will clearly demonstrate the systemic, manipulable nature of environment -- whether manmade (as in the school space) or natural (as in the PEEC setting).

It is strongly felt that the integrative possibilities of the learning environment projects are valuable to the extent that they clarify and support the learning process. The project, accordingly, is being carried out at C.S. 129 because it has already had a year of constituency supported planning and has made formal requests through its planning team to lursue a learning environment project. Furthermore, because C.S. 129 is organized as a conglomerate of mini-schools, the selected space is a mini-school environment. Working in and on a mini-school space will further reinforce and support the development of the small learning communities which are the primary centers of learning/living in C.S. 129.

However, like many New York City schools, C.S. 129 has experienced incredible staff changes and confusion due to mandated budget cuts. Hence, the original intent to work with an already established team has been undermined. Instead, a team has been selected, using the process outlined above, a process basically alien to the team. It therefore is both trying to become a team and to carry out the learning environment project.

The potential and value in modifying spaces to support particular learning-living objectives is made clear to the three participating schools in a series of workshops will be developed by the participants and will be shared through the District 12 Heritage Center.

To facilitate this process, the Coalition will make available to the schools a learning-environment designer, with broad experience in working with teachers in urban schools and with materials-construction budgets.

The following documents illustrate the procedures followed in developing activities for the PEEC experience.

TO: ESAA Team

FROM: Askia Davis

RE: Pre/Post PEEC Activities

The purpose of this document is to suggest activities and strategies that can augment the learning experiences of the children at PEEC. These activities may occur before or after the PEEC visit and are designed to:

a. Expand the learning experiences of the children;

b. Enable the child to see his own cummunity environment with a new and constructive clarity;

c. Stimulate the child to become involved constructively in maintaining that which is desirable in his environment, while reconstructing that which is not;

d. Encourage teachers to utilize their skills to develop new approaches to curriculum.

It is our hope that you receive this paper as a guide that shoud be amended to fit the needs of your class.

Terminal Objectives

Before the completion of the school year the students will:

1. Select a vacant lot within the community and remodel it according to what they perceive to be the community's needs;

2. Construct, within a designated area of the classroom, a controlled environment for the maintenance of plant and/or animal life (terrariums, aquariums, etc.);
3. Design and implement a project that will change any environmental eyesore which may exist within schoolgrounds, so that the area will meet the standards set for a productive learning environment;
4. Develop the knowledge and skills that are necessary for the planting and care of certain food plants within the classroom;
5. Demonstrate verbally or in writing their ability to draw generalizations about relationships in the animal kingdom as they relate to or affect relationships among humans;
6. Make a chart of actions that individual students may take to either improve or prevent the deterioration of environmental circumstances.

By the year's end, the teachers should have:

1. Become involved in designing and implementing a range of teaching strategies (concept attainment and formation, role play, group investigation, synectics, etc.), that would have motivated the students to become constructively involved in the learning process;
2. Allowed students to have curricular input while designing the units on environment education;

3. Sharpened their environment knowledge and skills to become resource personnel for the various projects undertaken by the class;
4. Made use of their knowledge and abilities in seeking out supplementary information, materials, and resources;
5. Enhanced positive relationships with the community through involvement, with residents, in a project for school or community improvement e.g. remodeling of the vacant lot, a school exhibit, etc.;
6. Selected various areas of the units and incorporated them into their curricular plans for the coming year.

When these objectives have been accomplished, a change in the school's make-up should be detected. This positive change would have been generated through the use of relevant and constructive activities which enable the students to understand concepts and recognize relationships.

Please come and hear about this beautiful center and its possibilities for creative learning experiences.

If you have any questions, or would like to sign up for this week-end orientation, please call Mr. Askia Davis or Ms. Marie Smith at 329-0800, or come to the school's library.

CLD:tm

Sincerely,

Charles L. Dunn,
Principal I.S. 158X

VIII

This Section presents a description of the Program Organization and Implementation.

VIII

Organization for Instruction

Our society is a pluralistic one and pluralism demands that we have options - choices - viable alternatives. To effectively exercise their future options, students must be afforded the opportunity to develop self-reliance, self-confidence, and courage to take responsibility for their own learning. As educational institutions, schools must do more than afford students experiences designed to transmit our social milieus. Instead, they must serve as teaching grounds for devising means of solving dilemmas, opening minds to things to come, and deveoping strategies and eliminate roadblocks to new directions. As John Gardner put it:

> "If we indoctrinate the young person in an elaborate set of beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind and the kinds of knowledge and understandings that will be the instruments of continuous growth and change. Too often we are giving our young folk cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovations rather than teaching them how to innovate. We think of the mind as a storehouse to be filled when we should think of it as an instrument to be used. 19

If the roles of staff members are to result in opportunities like those which Gardner describes, they must be afforded, through the administrative system, opportunities which free them to promote such experiences. Gardner's views represent the thrust of

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[19] John W. Gardner, Self Renewal: The Individual and the Innovating Society (New York, Harper & Row, 1960, p. 56.

our thinking in our efforts to foster diverse teaching/learning environments. Thus, we had to offer our staff teaching situations which would encourage their support of the program.

In an effort to afford our staff input in terms of how our school would be organized for the 1974-75 school year, I provided them with a profile of our anticipated student population and the project staff allocation which had been provided us by the community superintendent. The staff also toured the new school building so that they could become familiar with its physical features and how these might influence our organizational structure. School staff members volunteered to research the literature on middle school organizational patterns, visit middle schools in our city, and to combine this information with the information we had on our students, physical plant, and staff as a basis for recommending possible organizational patterns forthe new school. The supervisory staff agreed to serve as resource persons to this group and I offered to invite members of the district staff with expertise in the area to meet with the committee. Prior to beginning their research, I reminded the committee that any form of class organization and instructional approach they agreed upon, would have to be reflective of the school district's commitment to heterogenous grouping and instruction founded upon an individualized, inter-disciplinary, multi-sensory, multi-cultural, diagnostic-prescriptive-evaluative approach. Although our classes had always been heterogenously organized, there were some staff members who strongly objected to this form of organization. But, since heterogenity was a district mandate, this was not a negotiable item. In consideration of the concerns experessed by these teachers, I agreed to delimit the spread of student achievement scores in class assignments.

In mid-May the organizational committee presented its report to the general staff. Their recommendations were sound and evidenced a genuine concern for the smooth operation of the school. The one area about which they expressed considerable caution and concern was the use of open-space instructional areas. The committee emphasized its awareness of the positive features, according to the literature, in open education. However, some of the committee members had observed attempts at open education in other middle schools and they felt that no one benefited from them. As they viewed open education, there was an absence of structure, leaving a voit that destroyed the teaching/learning process.

By the end of May, the individual staff members had returned their preference sheets and recommendations for our 1974-75 organizational structure.[20] I conferred with each staff member on his/

[20] Appendix "X"

her expressed preferences and recommendations, and to the degree feasible, honored them.

As a result of planning and of staff suggestions, the teachers were organized into teams of two to four each. Actual team structures vary, although all are inter-disciplinary. Paraprofessionals and teacher aides are assigned to each team. The paras provide direct instruction to targeted students and the aides assist in clerical tasks.

Team members are responsible for instruction in the areas of reading, spelling, grammar, creative writing or journalism, social studies or urban studies, science, and mathematics. Quota teachers provide instruction in health/physical education, Spanish, typing, home economics, industrial arts, Afro-Puerto Rican history and culture, ethics, art, and music (instrumental and vocal).

The classrooms of teamed teachers are clustered to provide for flexibility and ease of movement. Students travel independently outside of their clustered areas to quota teachers and specialist areas (library, funded programs, Learning Resource Center, etc.). The number of students assigned to a team varies, depending upon the number of members in a team with an average of twenty-seven to twenty-eight per team member.

The organizational structure is outlined below:[20]

[20] Appendix "R"

1. Five teams of two classes each:

Staff Rationale: Teams larger than two classes in size are inadequate in meeting the emotional needs of middle-school students and force the students to relate to too many different personalities at a time in their development when they are most insecure and searching for their own identity. If teachers have to relate to large numbers of students, they will not be able to afford individual students the emotional supports they so desperately need during this period of their development.

   1.1 Students are divided into sub-groups across class lines on the basis of their skills deficiencies.

2. Three teams of two classes each, working in an open environment, flexible-scheduling setting.

Staff Rationale: Same as noted above with the exception that many students are independent learners and will function best in an open environment. The cognitive profiles and demonstrated performance of these teachers suggested that they would do well in this type of envirment. One of these four teachers also served as our teacher-coordinator of open environments.

3. One team of two teachers who work with fifty students who are reading two or more years below grade level and who, in addition, have unemotional overlay.

Staff Rationale: The presence of these students in the mainstream presents a situation which makes it difficult for underachieving students who do not present behavior problems, to receive the individualized attention they need.

3.1 The learning experiences in these classes are activity oriented, with students assigned to community experiences four times a week during school time.

3.2 The curriculum in these classes is developed around the community experiences of the students. Math and communication skills serve as the major areas of focus.

4. One team of three teachers works with sixty students who have been clinically evaluated as perceptually disabled.

Staff Rationale: Perceptually disabled students in the mainstream are expected to do as well as their peers and with the same ease. Because of their disabilities, these children cannot rise to the levels expected and, in the face of continued failure, are often irreparably damaged and develop serious emotional problems.

5. One team of three teachers.

   Staff Rationale: These teachers had worked as a team for two years during which they developed an effective working arrangement which met their individual needs as well as those of their students.

   5.1 These teachers work in an open environment with flexible scheduling and individual student contracts. The teachers engage in on-going cooperative planning and allocate student assignments for large blocks of time.

6. One team of three teachers serving thirty students in a non-graded setting who have been clinically diagnosed as brain damaged.

   6.1 These students are taught in contained classroom settings and mainstreamed for instruction by a specialist.

7. One team of three teachers serving twenty-four students who have been clinically diagnosed as emotionally disturbed.

   7.1 These children are taught in contained classroom settings and mainstreamed into shop classes.

In the organizational structure described above, except where otherwise indicated, all of the classes are organized by grade (6th, 7th, 8th), The teams, however, are non-graded. A team might contain one class in each grade in the school. Our cross-class groupings for instruction on the basis of skills needs also serves to meet the emotional needs of many of our students, which is influenced by the unevenness of their physiological growth and development.

In our organizational structure, as principal I am the instructional leader of the school. Our instructional staff, however, relates directly to our assistant principals according to their areas of specialization. The assistant principals have vertical responsibilities in terms of subject-area instruction and horizontal responsibilities which relate to their administrative areas of responsibility.

Figure 1 Team Organization

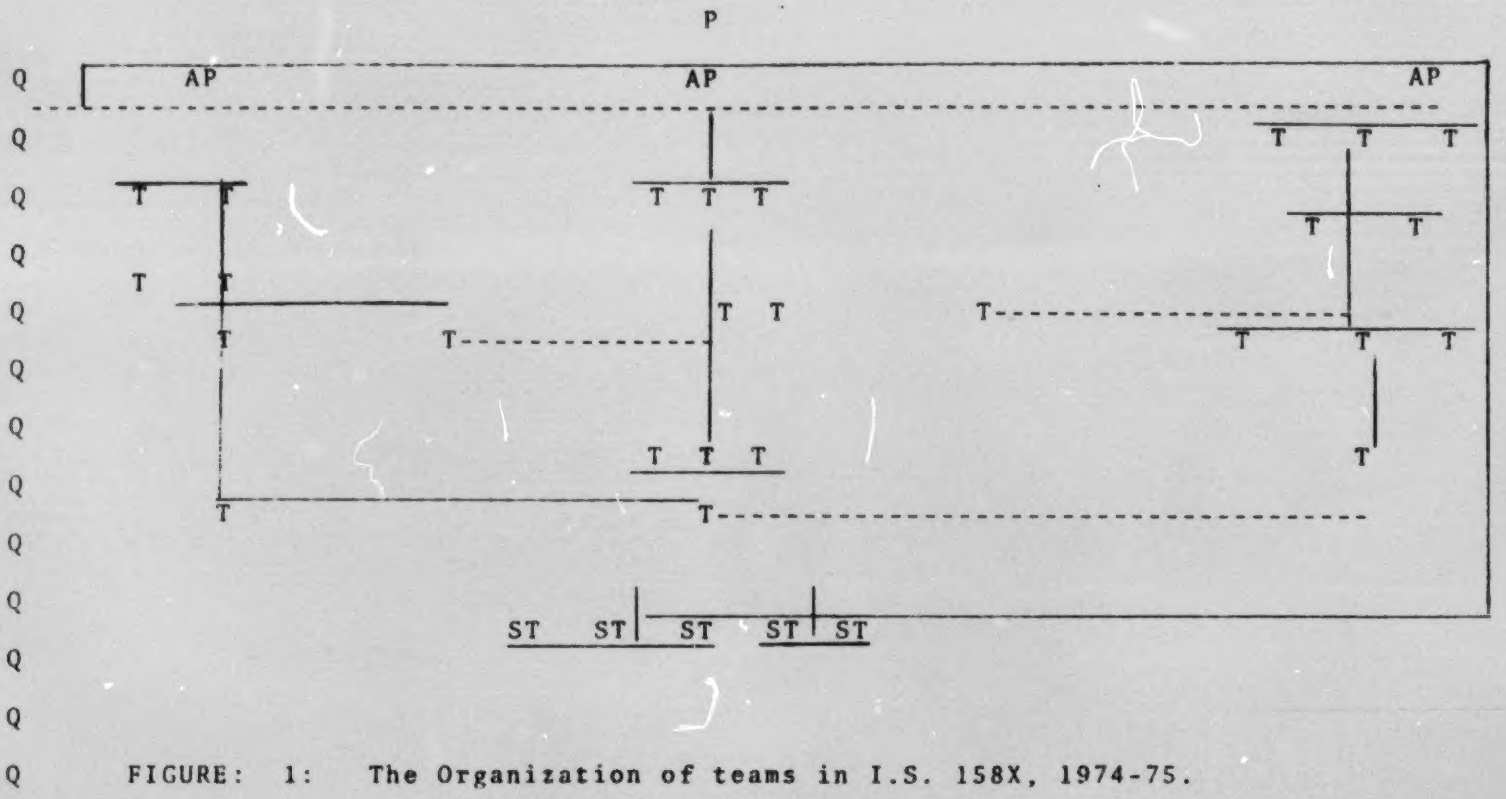
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FIGURE: 1: The Organization of teams in I.S. 158X, 1974-75.

____ = Team relationship

1 = Direct relationshio

-- = or ¦ = relationship based on grade

P = Principal
AP = Assistant to Principal
T = Teacher
Q = Quota Teacher
ST= Special Class Teachers

Supervision of Instruction

By title and role definition, the principal is the instructional leader in his school. He is responsible for establishing conditions which will promote optimum growth in both staff and students. To perform this vital task, the principal must be accessible to and involved with these two major constituents of the school community. The principal's role as instructional leader in inner-city schools is especially vital since these are generally characterized by a chasm in the perceptions which urban ghetto youth and their teachers have for each other.

In his instructional leadership role, the school principal must serve as curriculum designer as well as facilitator of implementation and process. He must create and indeed take advantage of existing opportunities to afford his staff avenues of understanding and developing appreciations for the value systems of their inner-city clients.

He must help his staff recognize the positives in their students demonstrated strengths and capabilities. These increased insights will help teachers to recognize: (1) problem solving in the efforts of youngsters to reconcile the values of their neighborhood with those of the school; (2) leadership potential and the ability to plan strategies for the youngster who can bring the class to attention when the teacher has failed in this endeavor; (3) the students' highly developed communication system and sense of unity as they empty a school building, irrespective of the wishes of the adults in their world; (4) student perceptive abilities when they denounce teachers who give their classes "free periods"; (5) the appreciative and cooperative nature of students when they prevail upon the administration to afford permission for the class to give their teacher a surprise party; (6) student creative ability as evidenced through grafitti; (7) a student's native intelligence when without prior experience, he takes a clock radio, or other device apart and puts it back together without assistance or instruction. Creating avenues for increased staff awareness as noted above are essential if the principal is to have a viable foundation on which to guide the development of an effective instructional program.

As indicated in the staff development section of this report, the many problems associated with opening a new school diluted initial opportunities for my sustained and on-going involvement in the instructional program. Added to this problem was the district's assignment to other responsibilities, people who had worked with the staff as supervisors when we planned the curriculum and organizational structure for I.S. 158X. These supervisors were replaced by two assistant principals transferred from junior high schools in the district. Paradoxically, I did not meet these newly assigned supervisors nor did I have any contact with them, until two days before the staff met for orientation in September, 1974. The staff reported three days earlier than the students. From this arrangement, as one might imagine, our supervisory program got off to a bad start.

Without previous contact with or knowledge of our newly assigned supervisors, the program was at a disadvantage. I was unfamiliar with their supervisory experience or expertise. An area of special concern was the degree to which there was a congruence between the educational philosophies of these two educators and the school's philosophy. How would these philosophies and perceptions affect our program implementation?

When I met with our new supervisors on August 27, 1974, I shared with them our plans and goals for the 1974-75 school year. The supervisors expressed support for the program and appeared to be enthusiastic about being a part of the process.

In terms of experience and expertise, neither of our new A.P.s (Ms. Smith and Mr. Unger) had worked in a middle school. All of their previous supervisory experience had been at the junior high school level. Ms. S. had been in the New York City school system for seventeen years and a supervisor for four years. As a supervisor, her primary experience was in discipline, guidance, and administration. She had not been directly involved in the supervision of instruction.

Mr. U. had worked for twenty years; eight years as a classroom teacher, six years as a high school dean, and six years as a supervisor. As a supervisor, he had been responsible for the social studies program and administration-related duties. His undergraduate major, however, was in English.

Both Ms. S. and Mr. U., although impressed with our curriculum, expressed concern with our allocation of subjects to staff and the fact that teachers would be responsible for preparation across the board in two or more curriculum areas. In response, I reinforced the fact that curriculum, as well as subject allocations, had come as a result of staff involvement in setting goals, determining priorities, student perceived needs, and their (staff) own expertise, needs, and interest. In addition, I indicated that our focus is on the teacher as administrator in an interdisciplinary setting and, therefore, narrow subject specialization had to be discouraged.

In our discussion, Ms. S. and Mr. U. indicated that they felt somewhat insecure and to a degree, inadequate to come in at the beginning of the school year and actively involve themselves in monitoring the instructional program according to goals set by the staff. They agreed that they were new to our school situation and staff and it was to be expected that there would be difficulty establishing meaningful supervisory-staff relationships. This view was based on the fact that, for whatever reason, staffs in school settings tend to be suspicious of supervisors. As we considered the problem, we arrived at a consensus to assign supervisory responsibilities to Ms. S. and Mr. U. as per our organizational requirement. But rather than have them initially take leadership roles, they would encourage capable staff members to do this and they would function in supportive roles. For the first part of the school year, they would focus on establishing positive and supportive relationships with the staff. They would engage in informal observations and frequent teacher contacts but not write up any "file" observations unless such an action was considered absolutely necessary for the welfare of the students and good order of our school. As principal, I would meet more frequently with Ms. S. and Mr. U. than is normal, formally and informally, to offer them support and direction and to engage in an exchange on views as to our school goals, progress being realized toward their achievement, and to assist in the development of alternate strategies where indicated by need. We fully realized that too aggressive involvement in implementing action plans for the achievement of our goals could result in lowered staff morale and a lack of confidence (staff and supervisory) in the possibility of realizing those goals. As Gwynn put it, in her tasks for supervision:[22]

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[22] J. Minor Gwynn, Theory and Practice of Supervision. New York: Dodd, Mead and Company, Inc., 1961. p. 32.

"Supervision is an expert technical service primarily aimed at studying and improving cooperatively all qualities which affect the quality of instruction".

Based upon our discussion, we agreed on the following primary administrative and supervisory assignments for the 1974-75 school year:

1. As principal, I would assume responsibility for the total administrative and supervisory program in the school, delegating to the A.P.s and other staff responsibility for implementing policy decisions.
    1.1 Supervision of the English/language arts program (reading, literature, creative writing, spelling-grammar, journalism).
        1.1.1-I would be assisted in this area by an identified master teacher who would not serve as a rating officer.
    1.2 Supervision of math and science
        1.2.1-Assisted by an identified master teacher who would not serve as a rating officer.
    1.3 Supervision of all quota teachers.
2. Ms. S. would assume responsibility for schoolwide guidance and discipline (we had one assigned guidance counselor and no assigned dean).

   2.1 Ms. S. would also have administrative responsibilities not identified here.

3. Mr. U. would be responsible for supervision of social studies and all funded programs.

   3.1 Mr. U. would also have administrative responsibilities not identified here.

   3.2 Mr. U.'s horizontal responsibility would be to grade six.

4. A teacher selected by the staff would be compensated in terms of reduced class coverages to serve as teacher-leader of grade seven.

5. Ms. B., a teacher, would serve as teacher-leader of grade eight. The leadership of grade eight was not left to staff selection because of the necessity of having an experienced, qualified person involved with high school articulation. Ms. B. had, in a previous job experience, demonstrated her effectiveness in this area.

Throughout the summer of 1974, I struggled with the problem of constructing a school schedule which would accommodate the many variables which I considered essential to good staff development (supervision) and the instructional needs of our students. In the area of staff development, I was concerned with: (1) making available blocks of time when teachers of a given subject would be free to engage in planned or informal discourse for the purpose of improving their instructional effectiveness: (2) making available blocks of time when all teachers on a given grade would be free to engage in formal or informal exchange on concerns common to their grade; and (3) making available common free times when all members of the respective team were available to engage in planned or informal exchange on matters which related to their instructional programs and the adjustment of students. I worked out a schedule which accommodated each of the foregoing needs. In addition to meeting staff perceived needs or wishes, the scheduling arrangement made available blocks of time when the supervisors, according to their areas of responsibility could meet with those individuals or groups of staff members.

To avoid complaints of being overwhelmed with meetings and/or conferences, we agreed not to post a long-range schedule of meeting times. Instead, we agreed that each supervisor should lead the members of his groups to set goals with which they felt comfortable and committed. He then would seek agreement on schedules for meeting, evaluation, development of alternative strategies, and/or set new goals once progress was realized. This approach worked well since we were able to meet without conflict at least once, and sometimes twice, a month with each of the groups. At one point, one of our union representatives raised the question of "so many meetings". In addition to being able to justify our formal group contacts, we were able to cite an arbitration decision between the Board of Education and the United Federation of Teachers which supported formalized supervisory/staff contacts during teacher preparation periods when the need was indicated to improve the teacher's performance.[23]

Agendas for formal supervisor staff contacts were usually cooperatively agreed upon by the respective groups. Resource persons as indicated by need, also are invited to group meetings. The guidance counselor or a member of the pupil personnel team attends most of the team conferences, since individual student adjustment is almost always on the agenda.

Their initial approach to involvement with staff suggested an understanding that supervision is a supportive service for instructional improvement. Our staff had defined their curricular objectives and Ms. S. and Mr. U. had the responsibility to meet these objectives.

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[23] Appendix V

Section
Evaluation

IX

Evaluation Design and Procedures

Intrduction

The program described in this report, "Creating Diverse Teaching/Learning Environments at I.S. 158X", was developed during the 1974-75 school year as a Maxi II Practicum. As described in the introduction of this report, my major objective was to promote the development of teaching and learning climates at I.S. 158X which would result in a significant improvement in the academic achievement of I.S. 158X students when compared with the average achievement of students in the other middle schools of our district.

Data cited in this report reveals that students in Community School District 12 continue to fall, at an increasing rate, below acceptable levels of grade performance, the longer they stay in school. I have suggested that this deterioration in student performance is not the result of decreased innate abilities, but rather the results of what does not happen while they are in our care. I have suggested that, through a well-planned, systematic program designed to diagnose the needs of these students and supported by prescribed instructional approaches tailored to these needs, we could achieve a reversal of these failure patterns. For school staffs to effectively assume this task, they must be sensitized to the needs of their students' recognized and supported in their areas of strength, and trained in those areas of need.

Evaluation Design

The descriptions, analyses, and findings of this practicum are the results of an on-going process of quantitative and qualitative observations and formative interactions between the writer and his staff at I.S. 158X. Observations, interviews, questionnaires, standardized achievement tests, and record data analyses were the principal evaluation techniques. Special interview/observation guides and checklists were developed to strengthen program development and assure uniformity and comprehensiveness in the collection of data.

A major component of this evaluation was a comparison of the achievement results of I.S. 158X students with the results of students attending the three other intermediate schools in our Community School District. Students in these schools were all similar in ethnic composition and the socio-economic levels of their neighborhoods are similar. In fact, all of the schools are within a ten-block-square area.

Classroom Visits and Conferences

Each member of the I.S. 158 staff was observed formally or informally at least once a week by the school's assistant principal and every two to three weeks by the principal.

These visits afforded the supervisory staff an opportunity to observe thr teaching/learning process, assess the use of materials and implementation of desirable instructional practices, and develop plans of action for assistance to staff based on identified needs.

The supervisory staff used checklists to record their observations during these visits. These checklists covered a variety of aspects of classroom management, teacher preparation, and the quality of teaching/learning. Staff was rated on a scale of 0 - 5 with five representing the highest rating. Space was also provided for supervisory comments in each of the twenty-five areas listed on the checklist.

Questionnaires

All staff members were asked to complete a questionnaire at the end of the school year. They were asked to relate to specific aspects of the year's program and offer their recommendations for changes during the coming year.

Questionnaires also were developed for auxiliary personnel and for the professional staff. These were designed to gain insight into staff perceptions of the total school program, its effects upon them and upon students, and their personal attitudes and opinions.

A student questionnaire elicited information as to how they felt about themselves and school, their subjects, teachers, and types of assignments they received.

A parents' questionnaire provided information on their perceptions of our school, subjects, teachers, and the school's receptivity to parental involvement. They were also asked in what ways they felt the school program was successful or was failing in meeting the needs of their children.

All questionnaires used in this study are reproduced in Appendices X - 2^2.

Recorded Data and Test Results

Data for comparison of test scores was collected from records on file in the community superintendent's office. In addition, data not available in that office was collected directly from the schools against which comparisons were made. These included figures on enrollment, attendance, ethnic composition, pupil and staff po-populations, and experience of professional staffs.

Data Analysis

Responses to questionnaire items and of test scores have been prepared according to frequency distributions and percentages.

Tables, charts, and graphs have been included in this report. In most cases, these are accompanied by descriptive analyses. However, in some instances where they present results more clearly than narration, they stand alone.

In submitting this report, I wish to emphasize the importance of evaluation as an on-going process. It is no longer adequate, in evaluating educational programs, to confine the critical process to one report at the end of the school year. As educators, administrators and public servants, the so-called bottom line of the educational process does not and cannot define or explain the process.

Like students, innovations do no simply succeed or fail. Students go through a series of complex learning process changes during the course of the school year and it is crucial that the report and evaluation supply a portrait of the school in that process and not just report on the test results at the end of the school year.

While test scores are an important part of any evaluation, and are included and analyzed in this report, they are the basic educational needs of the child; and a program that helps teachers use and improve their professional skills. These are just a few of the standards by which an educational effort is appraised.

In preparing this evaluation, there is recognition of the fact that the quantifiable changes that occur in a classroom over the course of the year are important. But the process through which these changes take place is just as important. Often, a proposal can help modify and improve existing programs, as well as supplant them. This practicum used much of what I knew about my staff and attempted much of what I hoped for. This report seeks to present a unified picture of a year in a given effort as well as a portrait of programs in progress.

The physical and economic realities of our community are more than just the backdrop before which the process of education takes place. Rather, the character, strengths, and difficulties of this community permeate and infuese the educational process. At times, the environment of our streets and the school interact. Vandalism is not uncommon in our area, nor is theft. Yet, their occurrence has been minimal this year.

Community conditions make educational and academic achievement difficult for students in our area. This practicum was specifically designed in response to the needs of our students and those charged with guiding them. Our program functioned under very difficult circumstances for educators. In addition to being a new school with a staff foreign to the area, the environment cries out for new and innovative programs. But, at the same time, the setting creates difficulties for the smooth functioning of such programs. Difficult conditions can never be an acceptable excuse for the failure of an effort, a teacher, or a school. It is important, however, to reinforce an understanding of the setting in which our program of "Diverse Teaching/Learning Environments" was implemented in order to formulate a viewpoint on the effectiveness of this effort or the skill with which they are administered. And, without a dount, many pertinent influences which will go unreported here due to the complexity of the school situation.

X

Evaluation Results

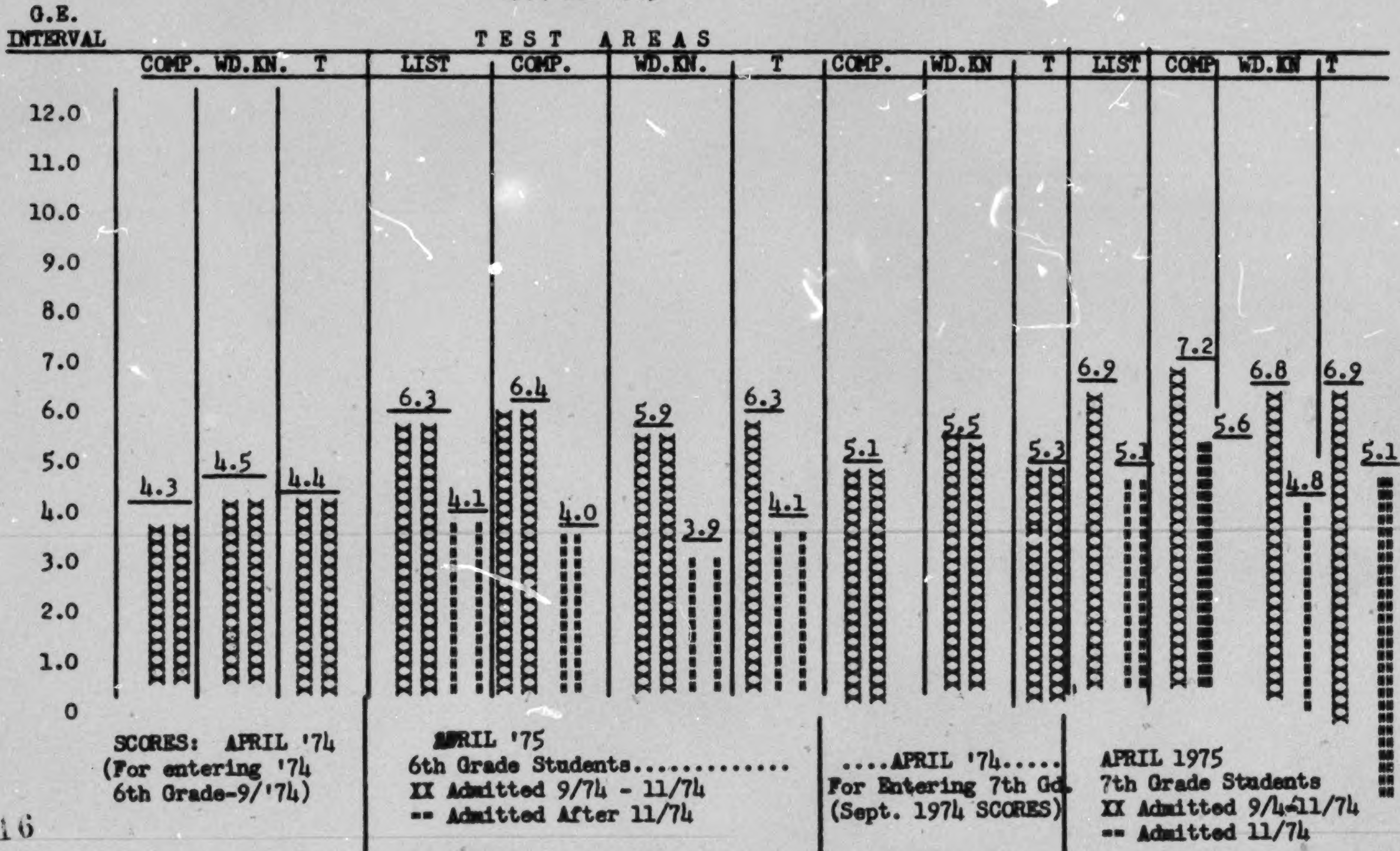
Results from various evaluative procedures are presented in this section. Data are given in appropriate form for each evaluation goal. Since these goals formed the sub-systems of our major focus in this practicum, a summary will be presented in terms of this focus.

Goal - Student Standardized Scores

I used standardized test results as a measure of student achievement. These instruments afforded data relative to the levels of student achievement when the school year began and levels of performance at the end of the school year. Results from the Metropolitan Achievement Test were used as indicators of average student performance when our year began. The New York City tests were used to measure student performance at the close of the school year. The inconsistency in use of test instruments came about because New York City abandoned the M.A.T. test as a standardized measure of student achievement at the end of the 1973-74 school year.

Graph 1

Graphic Comparison of N.Y.C. Standardized Test Results in Reading for Two Groups of I.S. 158 Students, 1974 and 1975



In an effort to determine the possible impact of the program at I.S. 158X on academic achievement, the student population was divided into two groups. One group (XX) represented students who entered I.S. 158X between September, 1974 and November, 1974. The second group represented students who entered I.S. 158X between December 1, 1974 and June 30, 1975. This distinction was made in an effort to isolate a group of students who had been exposed to the program for a minimum of eight months. In selecting eight months, we recognized the fact that our teachers had been functioning under rather trying conditions (few supplies, new students, new school, little supervisory leadership, etc.) and therefore, had not been able to afford their students the desired instruction. In order to make a difference with students, teachers need time.

An examination of our admission/discharge transactions for the school year 1974-75 revealed a mobility rate of 116 percent. This high rate of admissions and discharges also underscored the fact thatthe achievement results for our school as a whole in April, 1975, was not truly representative of the impact of our instructional program.

Examining the results presented in Graph I, we observe that in Word Knowledge, the students entering I.S. 158X between September, 1974, and November, 1974, achieved an average growth of 1.4

and 1.3 years in grades six and seven respectively. This gain is compared with a lost of six months in the sixth grade and seven months in the seventh grade. Although the 1974 base for the second group of students does not represent a true comparison of these students' progress or lack of progress, it does not show the negative impact mobile students can have on school-wide standardized test results. An examination of the test results reveals that progress in reading was realized by both our sixth and seventh graders. In comprehension, the scores for our sixth and seventh graders reflected changes of 1.2 years, and seven months respectively. The mean growth in comprehension for students in our control group was 2.1 years in both the sixth and seventh grade; nine months greater in the sixth grade and 1.4 years greater in the seventh grade.

A review of student cumulative records in September 1974 revealed that many students did not have recent standardized scores in mathematics. I knew that we would be using the SRA Math Mastery Test as a diagnostic tool to determine the specific needs of our students for instructional purposes. However, we needed a standard school-wide score against which to compare our year's mark. To secure this data, the Intermediate form of the Metropolitan Achievement Test was administered in math to all students during the first week of October. I used the total math as a pre-test to be compared with the results of the April, New York City Test.

The Metropolitan Achievement and New York City Tests both measure concepts, computation, and problem-solving. I did not use the M.A.T. as a post-test tool for all sixth grade students because the N.Y.C. Test in math was administered to all sixth graders. The N.Y.C. Test was a mandated system-wide test and there was no need to duplicate our efforts. Additionally, these were the same instruments used in the other intermediate schools of our district. One of our goals was to compare the achievement of I.S. 158X students with that of students in our district intermediate schools. Table 12 presents pertinent information regarding mean grade equivalents on the pre-tests, post-tests, gains between pre- and post-test results, and the standard deviations. This information is presented for those sixth (and seventh) graders who entered our school in September and remained through April, 1975.

Table 12

Pre and Post Standardized Test Results in Math for I.S. 158X - Sixth and Seventh Graders in attendance September-April 74/75.

	GRADES							
	6th Grade				7th Grade			
	Pre-Test	Post-Test	Mean Gain	t-test Value	Pre Test	Post Test	Mean Gain	t-Test Value
MEAN	4.88	6.10	1.22	4.05	5.62	6.93	1.31	5.51
STD. DEVIATION	.83	1.09			1.22	1.72		

Note: 6th grade t-Test value = 4.05 which is significant at the .05 level, at least;

7th grade t-Test value = 5.51 which is significant at the .05 level.

a-The math pre-test data noted above indicates that I.S. 158X students in both the sixth and seventh grades were achieving below the level of minimum competency in math.

b-The mean grade equivalent for I.S. 158X students in September, 1974, was 1 1/4 to 1 1/2 years below grade level.

c-The size of the standard deviations in both the sixth and seventh grades indicate differences in the total scores of the students who remained in I.S. 158 from September, 1974 through April, 1975.

d-The mean gain scores reflect positive gains of more than one year in math for the students between the time of the pre-test in October and the post-test in April, 1975.

e-The gap between national norms and mean grades achieved by our students decreased but it did not decrease sufficiently enough to reflect average performance at grade level. In relation to the national norm, however, the average performance of our students was above the national norm expectancy since they realized more than a year's growth with less than a year of instruction.

f -Based upon their pre-test scores which reflected a previous average growth of eight months per year for the sixth graders and approximately seven-and-a-half months' growth per year for the seventh graders; during the 1974/75 school year our students improved at a significantly greater rate in math than they had during their previous school experience.

Goal - Progress in Assigned Subjects

This goal is being evaluated in terms of major subjects required of all students.

This goal was met by the program as reflected in Table 13. The data presented in this table reveals that an increasing percentage of children realized marks of 65 (passing) or more in the four major curriculum areas of English, Math, Social Studies, and Science. This increased percentage of passing students was realized despite an increase in student population from 670 in September, 1974 to 754 in June, 1975.

TABLE 13

Percentage of I.S. 158X Students Passing and Failing Major Subjects for FOUR 1974/75 Marking Periods.....

	MARKING PERIODS												
	1ST			2ND			3RD			4TH			TOTALS
SUBJECTS	N	P	F	N	P	F	N	P	F	N	P	F	
English	670	43	57	692	53	47	760	62	38	754	83	17	
Math	670	56	44	692	60	40	760	68	32	754	76	24	
Soc.Stud.	670	63	37	692	64	36	760	70	30	754	82	18	
Science	670	49	51	692	51	49	760	63	37	754	85	15	

End of period grades reflected a student's classroom performance, Systems Test results in the subject area, and project performance.

a. The program was not as effective as expected with those children who presented serious learning deficiencies. Specifically, I refer to those students who entered school achieving three or more years below grade level. There were approximately 150 students in this category and of this number, in grades six and seven, forty-two percent were held over in their respective grades.

b. The general consensus of opinion among teachers is that general progress was made by all students as a group. Teacher judgment was based on pupil performance with reference to: increased pupil participation and effort;

evidence of growth in skills and abilities; demonstration of more positive attitudes; increased pupil interest; and evidence of pupil growth in critical thinking skills.

c. Supervisory observations in classroom visits throughout the school year showed a steady increase in the demonstrated ability of a large percentage of pupils to handle material on their own respective levels.

Comparison Diagnostic Science Test Scores - September and May 1974-75:

Class	Class Average	Class Average	% Change
202A	39%	52%	+13
202B	35%	46%	+11
202C	45%	62%	+17
202D	22%	55%	+33
222A	42%	60%	+18
222B	43%	61%	+18
222C	36%	64%	+18
222D	52%	74%	+22
302A	50%	71%	+21
302B	45%	59%	+14
302C	42%	52%	+10
302C	39%	50%	+11
302D	40%	55%	+15
322A	48%	61%	+13
322B	56%	86%	+30
322C	66%	74%	+ 8
322D	51%	81%	+30
220	56%	60%	+ 4
221	39%	49%	+ 9
320	41%	53%	+12
321	43%	60%	+13
325	37%	52%	+15
TOTAL SCHOOL	44%	60%	+16

All classes showed progress ranging from +4% to +30%. An analysis of these results showed the great effect of pupil mobility. Classes 322A, 322B, 322C and 322D all were taught by the same science teacher, yet 322B and 322D showed a 30% gain, while 209 and 322A showed gains of only 13% and 8%. The two classes with the high scores had a high degree of pupil stability while the low scoring classes had a much higher degree of pupil mobility.

Goal - Student Attendance

This program goal was realized, As indicated in Table 14, the average percent student attendance at I.S. 158X for the 1974/75 school year was 85.47. This attendance figure was 3.81 percent higher than the average student attendance in other I.S. schools in the district.

It is interesting to note that the lowest percent attendance for the district was 79.12% in June and the figures for I.S. 158 at that time was third from the top, at 86.08 percent. These figures suggest that we did have holding power and our students wanted to come to school. One should also note that just over a third of our students came to school by public transportation. Ours is the only school in the district with such a large percentage of students being bused to school.

Table 14

Comparison of Average I.S. 158 Student Attendance with the Average C.S.D. 12 I.S. Student Attendance by Month, 1974/75.

	Average Attendance		
Months	I.S.158	C.S.D. 12 I.S.'s	Difference
September	82.69	81.70	.99
October	88.05	83.54	4.51
November	85.21	81.28	3.93
December	85.13	82.67	2.46
January	84.50	80.35	4.15
February	Not available		
March	86.59	82.90	3.69
April	85.91	83.01	2.90
May	85.09	80.41	4.68
June	86.08	79.12	6.96
Totals:	85.47	81.67	3.81

t = 3.2 with a critical value of t at the .05 level. The special program at I.S. 158 contributed to its greater student attendance.

Goal - Students Achieving Below Grade Level

The results of the Metropolitan Achievement Test in Reading, 1971-74, were used to show the progress in reading of 365 students attending I.S. 158 during the 1974-75 school year who had remained in the schools of Community School District 12 for that periodof time. The New York City Test in Reading was used for dataon the 1974/75 school year because the MAT was not administered as a city-wide test for that period.

The percentage of student word knowledge scores below, on, or above grade level for the five years period is presented in Tables 15 and 16. The percentage of students having comprehension scores below, on and above grade level is presented in Table15. The yearly rate of change is also presented in these tables. Of important note is the fact that the percentage of students achieving below grade level increased at a rate of .01 significance. Through grade six (from grade three to grade six). In grade seven there was a -33.6 percent in the rate of comprehension change and -28.3 in the rate of word knowledge change. These reversals in change are also especially important when we consider the fact that these students had begun to establish failure patterns and had entered the transcent stages of their development; a most difficult period in human development.

a. I did not apply the same reporting procedure to student achievement in math as I did in reading because much required data was not recorded on the students' cumulative records. Priority for movement from grade to grade in New York City is given to student performance in standardized reading instruments. Little or no importance as a criterion accorded to math.

TABLE 15

Percent of a Select Group of I.S. 158 Students Above, On, and Below, Grade Level in Reading Comprehension Over a Four Year Period 1971-75.

Achievement Levels	READING COMPREHENSION					YEARLY RATE CHANGE			
	3rd 1970/71	4th 1971/72	5th 1972/73	6th 1973/74	7th 1974/75	1971/72	1972/73	1973/74	1974/75
BELOW GRADE	35.4%	51.9%	72.4%	80.9%	54.0%	46.6	39.4	11.7	-33.6
ON GRADE	53.3	33.1	18.9	9.9	24.7	-61.6	-42.9	-47.6	149.4
ABOVE GRADE	11.3	15.0	8.7	9.2	21.3	32.7	-42.0	5.7	131.5
TOTALS:	100.0	100.0	100.0	100.0	100.0				

TABLE 16

Percent of a Select Group of I.S. 158 Students Above, On and Below Grade Level in Word Knowledge Over a Four Year Period, 1971 - 75.

	WORD KNOWLEDGE					YEARLY RATE CHANGE			
ACHIEVEMENT LEVELS	3rd 1970/71	4th 1971/72	5th 1972/73	6th 1973/74	7th 1974/75	1971/72	1972/73	1973/74	1974/75
BELOW GRADE	51.5%	62.1%	68.0%	58.6%	42.0%	20.5%	9.5%	-13.8%	-28.3%
ON GRADE	38.6	30.6	29.3	34.3	43.6	-20.0	-4.2	17.0	27.1
ABOVE GRADE	9.9	7.3	2.7	7.1	14.4	-2.6	-63.0	162.9	102.8
TOTALS:	100.0	100.0	100.0	100.0	100.0				

TABLE 17

A Comparison of Standardized Math Results of I.S. 158 Students with the Results of Students in All C.S.D. 12 I.S. Schools for Grade 6, 1974-1975.

	SCHOOLS					
MATH	I.S. 158	I.S. X	I.S. X^2	I.S. X^3	DISTRICT MEANS	COMPARISON OF I.S.158 WITH DIST. MEANS
CONCEPTS	5.2	5.0	5.1	5.6	5.2	0
COMPUTATION	5.5	5.1	5.5	5.8	5.4	+.1
APPLICATION	5.0	4.7	4.9	5.4	5.0	0
TOTALS:	5.4	5.1	5.4	5.8	5.4	0

Table 3 reveals that on the Metropolitan Achievement Test in Math, administered to all students in October 1974, our sixth graders achieved an average grade equivalent of 4.88 while 7th graders achieved a total score to 5.62. On the past tests, the scores of these students were 6.1 and 6.93 respectively. According to the N.Y.C. Standardized test results, 86 or 36% of the 238 sixth graders who took the test, were achieving below the national norm. The pre-and post-test results indicate that considerable progress in math has been realized by I.S. 158 students, since there was a mean gain of 1.22 years on the sixth-grade level and 1.31 mean gain on the seventh-grade level.

Goal - Teacher Expectancy

The "self-fulfilling prophecy" has long served as a pervasive force in the achievement of inner-city poor children. Their instructional leaders have not expected them, as a group, to be ableto realize those standards set as national norms. Operating on his lowered expectancy as educators, we have failed to afford the masses of these students the guidance, leadership, support, and indeed, challenges which would enable them to rise above our limited expectations. Consequently, there has been a steady regression in student achievement rather than movement forward commensurate with national expectations. A major goal of this program has been to stimulate our staff through supports, insights, direction, leadership, etc., in such a way that they would begin to demonstrate behavior to enable students to succeed academically and commensurately with their abilities. There is evidence that we have begun to move in this direction.

The standardized reading and mathematics scores for I.S. 158 students reflect a school-wide average of one-year-plus growth. This indicates that our students progressed academically during the 1974-75 school year at rates greater than those exoected nationally. This progress also suggests that the quality of instruction in our school had, to a large extent, met the needs of our students.

In October, 1974, profiles were prepared for all classes in our building. These profiles reflected the standardized levels of achievement for all students in these classes and provided a class mean in reading and math. In addition, each student was rated on a scale of 1 to 5 in terms of his previous adjustment. The cooperating major area teachers were asked to study these profiles and make predictions in terms of where they thought they could move their classes by year's end. Since all classes were heterogenously organized, no teacher could view his as a "bad class". In addition, this approach forced the teachers to set certain performance objectives for themselves. Each month, in their planning, teachers were asked to identify their specific goals and aims as relate to their initial predictions for their classes. These predictions served as their performance objectives. At the end of each month, our teachers submitted to their respective supervisors evaluations of their goals. Supervisors used these projections, evaluations, and personal observations as guides to the type of assistance they would afford individual teachers.

The challenge of being asked to predict what they would be able to do for a group of students served to motivate our teachers to make consistent demands upon their students. Our purpose in this endeavor was not to change teacher attitudes but rather, to have them demonstrate behavior which encouraged student success and, in this area, we realized movement. All of our teachers predicted high success rates as indicated in Table 18.

Teacher prediction and student failure was statistically significant at the .001 level, t=2. The data presented in Table 18 is especially significant in that it reflects a continued high expectation for student performance above the fail level in spite of the fact that students did not, during any given period, in any subject area, reflect in achievement at the grade levels predicted by their teachers. These predictions were made for the coming marking periods after teachers had computed results for the period just ended. In most cases, teachers did not change their predictions downward where there was a gross difference in their predictions and student performance. However, in a few cases were these commensurate with the actual levels of performance.

There was a high correlation between the percent of students receiving special achievement commendations in their subject area classes and teacher predictions as noted in Table 18.

MARKING PERIOD	SUBJECT AREAS							
	ENGLISH		MATHEMATICS		SOCIAL STUDIES		SCIENCE	
	Pred.	Per	Pred.	Per	Pred.	Per	Pred.	Per
1	20	10	20	10	10	20	20	30
2	30	20	20	20	20	20	20	40
3	40	10	20	30	20	30	30	30
4	40	30	30	20	20	40	30	40

From the data presented above, one can see that the student/teacher correlations were lowest in English, the area which encompasses the most reading. It is to be noted, however, that an increasing percentage of students received commendations in each curriculum area.

a. - Supervisory formal and informal observations revealed that there were varying degrees of movement on the part of teachers toward affording their students challenging classroom experiences commensurate with their needs and abilities. Where there was evidenced teacher resistance in this area, increased assistance and direction was afforded the teacher. Our use of the "Supervisory Management Check List" which became a part of all teachers' official file had a positive impact on the levels of staff performance.

Goal - Sensitizing Staff to Student Needs

During the 1974-75 school year, we engaged in several activities at I.S. 158 which we hoped would serve to promote increased staff awareness of and support for our students. The school year has passed and at this point in time I am not prepared to venture, as a result of my observations, a statement as to how successful we were in achieving this goal.

If we use as success indicators for this goal student achievement, attendance, transfers in and out, parent involvement, and the like, I can readily say we achieved our goal.

However, when we examine student referrals to the dean and supervisors for disciplinary reasons, the frequency and level of informal student/teacher contacts, voluntary involvement of staff in extra-curricular activities, staff/home visits and positive contacts, I would say we failed.

As recorded by our school dean and area supervisors, an average of eighty (80) students (many repeaters) were referred to their offices each week. While this almost ten percent referral rate is

TABLE 19

A Comparison of Standardized Reading Achievement Results of I.S. 158 Students with the Results of Students in All C.S.D. 12 I.S. Schools in Grades 6 & 7 1974/75.

	--------SCHOOLS AND GRADES------------											
	I.S.158		I.S. X		I.S. X^2		I.S. X^3		DIST. MEANS		COMPARISON OF I.S.158 WITH DIST.MEANS	
READING	6th	7th	6th	7th	6th	7th	6th	7th	6th	7th	6th	7th
LISTENING	6.3	6.7	5.1	5.5	4.1	5.4	6.7	5.9	5.65	5.62	+.7	+1.1
COMPREHENSION	5.2	6.4	5.0	5.6	4.7	5.2	6.7	6.5	5.40	5.82	-.2	+.6
WORD STUDY	4.9	5.8	4.8	5.2	5.4	5.4	7.2	6.3	5.57	5.67	-.6	+.2
TOTALS	5.1	6.1	4.9	5.4	4.9	5.3	6.9	6.5	5.45	5.82	-.3	+.3

TABLE 20

A Comparison of I.S. 158 Rank Scores with the Average Rank Scores of District 12's I.S. Schools According to Mean Quartiles in Grades 6 & 7 Reading, 1974-1975.

----------READING--------------------

Quartiles	List.		Rd. Comp.		Wd. Study		Total		List	Rd. Comp.	Wd. Study	Total
	158	Dist.	158	Dist.	158	Dist.	158	Dist.				
Grade 6												
10th												
Q^1 25th	4.1	3.8	3.9	3.6	3.0	3.3	3.4	3.6	+.3	+.3	-.3	-.2
Q^2 50th	5.2	4.7	5.0	4.8	4.5	4.8	4.8	4.9	+.5	+.2	-.3	-.1
Q^3 75th	5.8	3.3	6.2	6.1	6.2	6.7	6.2	6.3	+2.5	+.1	-.5	-.1
90th												
Mean G.E.	5.2	4.9	5.2	5.1	4.9	5.3	5.1	5.2	+.3	+.1	-.4	-.1
S.D.G.E.	1.5	1.5	1.6	1.7	1.5	2.1	1.7	1.8	--	-.1	-.6	-.1
Grade 7th												
10th												
Q^1 25th	4.6	4.4	4.8	4.3	4.0	3.9	4.7	4.2	+.2	+.5	+.1	+.5
Q^2 50th	5.9	5.6	6.4	5.3	5.8	5.3	6.2	5.4	+.3	+1.1	+.5	+.8
Q^3 75th	6.9	6.4	7.6	6.8	7.2	7.1	7.6	6.9	+.5	+.8	+.1	+.7
90th												
Mean G.E.	6.0	5.5	6.4	5.7	5.8	5.9	6.1	5.7	+.5	+.7	-.1	+.4
S.D.G.E.	1.8	1.5	2.0	1.9	2.0	2.1	1.9	1.9	+.3	+.1	-.1	--

TABLE 21

Comparison of Teacher Predictions of Students Pass and Student Performance in Major Stubject Areas By Percent, 1974 - 1975.

	GRADES	ENGLISH				MATH				SOCIAL STUDIES				SCIENCE			
		1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th
(1)	Less than 65	15/57	20/47	25/38	20/17	20/44	35/40	35/32	25/24	10/37	25/36	20/30	15/23	25/51	30/49	25/37	25/15
(2)	65-74	30/20	35/25	30/33	35/46	35/30	33/33	33/35	40/39	35/35	40/34	43/38	45/30	25/15	35/17	35/23	30/31
(3)	75-84	30/15	35/20	33/20	35/26	30/18	20/22	20/24	25/26	28/15	20/16	17/20	20/28	38/20	25/21	25/23	28/33
(4)	85-100	25/8	10/9	12/9	10/11	15/8	12/5	12/9	10/11	27/13	15/14	20/12	20/19	12/4	10/13	15/17	17/21

SUBJECTS AND MARKING PERIODS

CUMULATIVE DIFFERENCE

	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE
(1)	20/39.7	30/35	17.5/31.5	26.25/38
(2)	32.5/31	35.2/34.2	40.75/34.25	21.25/21.5
(3)	34.5/20.2	23.7/22.5	21.25/27.5	27.75/24.25
(4)	14.2/9.25	12.2/8.2	20.5/14.5	13.5/13.75

Note: Pred/Perf.

significant, the reasons for referral in most cases were questionable. The logs reveal that students were referred for such behavior as refusing to put a straw in the wastebasket, cursing, refusing to pick up a piece of paper, refusing to move from one seat to another, calling the teacher names, etc. In most cases, teachers have undermined their own authority as well as the authority of supportive staff who deal with more serious infractions. In two-thirds of the cases, the respective staff members could have related to the problems in positive ways which would have served to endear them to the student(s) and reduced the possibility of recurring infractions.

Staff involvement with students during free time or after school hours, was almost non-existent. Of our total non-supervisory staff, there were only five teachers and eight paraprofessionals who voluntarily gave of their time to students. They failed to take advantage of the available opportunities to get to know students better under informal, non-threatening conditions. This was also true in our staff/parent relations. Not one member of our non-supervisory staff attended an after-school parents' meeting. Two of our teachers, however, made regular home visits.

I have serious doubts as to how far we might be able to move toward satisfying this goal in the future. However, we shall continue to try.

In addition to our workshops on understanding the middle school child as described in the staff development section of this report, our environmental studies program has a build-in component for out-of-school informal student/staff contacts. This school-generated program may serve to promote increased staff sensitivity to the non-academic needs of our students.

Goal - Non-Tax-Levy Supports

During the 1974-75 school year, we had five non-tax-levy supplemental programs operating in our school. Three of these programs were funded under Title I and two under Special Needs.

a - The Bilingual-Bicultural and English as a Second Language were two Title I programs operating in our school. The specific goals of these programs were to increase the achievement levels of a select Spanish student population through bilingual-bicultural education. Both Spanish English were used interchangeably in the instructional program. Instructional materials were also in Spanish and English.

An important part of the program was the intensive oral-aural instruction given to students. Much of the classroom time devoted to this program was used to give students an understanding of English and to teach them about the language's sound system and structure. As knowledge and use of English increased, students were gradually introduced to the use of the language in both reading and writing. For the most part, Spanish was used for translation and clarification purposes. Positive reading results were achieved for both the sixth and seventh graders in this program. In comprehension, the sixth graders went from a pre-test score of 4.0 to a post-test score of 5.2. The seventh graders went from a pre-test score of 4.3 to a post-test score of 6.3, a two year increase. In word knowledge, the sixth grade went from a pre-test score of 3.8 to a post-test score of 4.5. The seventh grade went from 4.1 to 6.2. In both comprehension and word knowledge, the sixth graders realized more than i i/2 year's growth.

b. The Comprehensive Attack on Reading Disabilities was a Title I program funded to help students who were below level in reading achievement. Priority of service was given to those students with the greatest need (years below equated grade level). The Mc Graw-Hill Prescriptive Reading Inventory was used as the diagnostic tool to determine student skills deficiencies and tailor their instructional program accordingly. Target students were treated in a lab situation individually and in small groups by a lab-teacher and paraprofessionals.

The sixth graders realized a total post-score of 5.5 as compared with an average pre-test score 4.9. The seventh graders had an average pre-score test score of 5.6 and a post-test score of 6.7. Both of these total scores were statistically significant.

c. The Diagnostic Approach to Remedial Mathematics, another Title I program, was designed to upgrade student achievement in mathematical skills and concepts. Students selected for the program were those must in need of additional help based on their standardized M.A.T. scores. In addition to their treatment in the DARM lab, these students were also serviced in the regular classroom math program.

The total achievement score for sixth graders was 4.6 from a pre-test score of 3.3. The seventh graders went from a pre-test score of 4.0 to a post-test score of 5.6. In both grades, the students did better in competition and concepts than they did in problem solving.

d. The Ethnic Heritage Reading program was a Special Needs funded program for students achieving below grade level. However, because it was felt that the instructional materials used in this program were of value to all students, we were permitted to organize the instructional groups on a 30/70 ratio; seventy percent of the students below grade level and thirty percent selected without regard to reading level. Students in the EHR program were removed from their official classes, on a non-graded basis, for treatment in a lab situation on the basis of their skills deficiencies in reading. The content of reading materials used in the program was developed around Afro-American and Hispanic history.

Students scored very high in word knowledge in the pre-test. As a result of these high scores, students did not improve significantly during the year. On the contrary, they scored significantly lower than was expected of them on the basis expectations drawn from their pre-test scores. Nevertheless, post-test scores were at grade level. The validity of the pre-test scores is questionable.

Pre-test scores in reading were about eight months below grade level. During the year students made improvement, although not significantly. They did not improve as much as the national sample; therefore, their post-test scores were one year below grade level.

The large size of the standard deviation for the differences between predicted and actual post-test scores should be pointed out. The standard deviations for the three subtests are extremely large mainly for the word knowledge subtest. Some students scored well above expectations and others well below.

A more uneasy finding was the very low relationship between pre- and post-test in word knowledge. The correlation coefficient was .11 which means that none of the post-test scores could be explained by the pre-test scores. How the students scored in the post-test was not related to how they scored in the pre-test. It further points to the questionable validity of the MAT scores.

Another disturbing finding was the moderate- or high-negative relationship between pre-test scores and gains for the three subtests. The correlation coefficient for word knowledge was -.77, for reading -.68 and -.65 for total reading. Between forty-two percent and fifty-nine percent of the gains were related negatively to the pre-test scores; many of the students who scored low in the pre-test gained the most and many of the students who scored high, gained less or even showed a loss. In many cases, the program was beneficial for low-scoring students, but it was detrimental for some of the high-scoring students. This also questions the validity of the MAT scores.

Information about each subtest of the MAT in reading is reported in Table 22. The information is reported in grade equivalent scores. The table contains information about the number of students and mean grade

TABLE 11

Means and Standard Deviations for the Pre-Test, Actual Post-Test, Predicted Post-Test, Gain Between Pre and Post-Test, Difference Between Actual and Predicted Post-Test, t-Test Values for Gains and Differences on Each Subtest of the MAT for Students in the Ethnic Heritage Reading Program, 1974 - 1975.

Test	Pre-Test[1]		Post-Test		Predicted Post Test		Gain		Difference		t-Test Value	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Gains	Diff.
Word Knowledge	4.83	1.46	4.97	1.48	5.57	1.80	.15	1.18	-.61	1.38	.49	1.71
Reading	4.44	1.39	5.47	1.50	5.11	1.69	1.03	1.05	.36	1.18	3.80	1.18
Total Reading	4.47	1.09	5.15	1.45	5.14	1.35	.68	.67	.01	.70	3.92	.06

National norms at the time of pre-testing were 5.7 and 6.7 at the time of post-testing.

t-Test values significant at the .05 level, at least.

equivalent on the pre-test, post-test, predicted post-test, gain between pre- and post-test, and difference between actual and predicted post-test.

Goal - Parent Involvement

Sustained parent/community involvement in the affairs of I.S. 158X was not realized to the degree desired during the first year of operation. Our failure perhaps was due in part to the fact that ours was a new school and we found ourselves overwhelmed with the administrative and supervisory problems related to a new school organization. However, some movement was realized.

a -In December, a Parents Association was organized and a slate of officers proposed. Officers were elected in February.

b -Parent Attendance at Special School Activities:

- Parent Fall Visitation - 450
- Parent Spring Visitation - 365
- M. L. King Celebration - 550
- Spring Concert - 165
- Dance Festival - 218
- Assessment Days Activities- 385

c -School Advisory Committee on Funded Programs has a fifty-two percent membership of parents.

d -Twenty percent of the members on the School Assessment Committee are parents.

e -Thirty percent of the members of our School Development Team are parents.

f -Throughout the school year, we had frequent visits from parents as relate to their children. Parents did not, however, involve themselves in any large numbers when the involvement was not specifically identified with the interests of their individual children.

Goal - P.R.I. and Interdisciplinary Instruction

The Community School Board has mandated that all instruction in the district be developed around the philosophy of individualized, interdisciplinary, multi-cultural, diagnostic, prescriptive - evaluative, approaches. In September, 1974, the Prescriptive Reading Inventory developed by Mc Graw-Hill was administered to all students in our school. The P.R.I. is a criterion - referenced test that measures student mastery of specific behavioral objectives and skills needed for reading. The results of this test were reported in individual student, class, grade, and class grouping profiles and pinpointed individual student needs. A teaching prescription with a choice of materials (already in our school) was prepared for each un-mastered skill or objective. Teachers were free to select the material and method from a broad range of choices, to fit the needs and learning styles of each student.

The plan was to have all teachers use the P.R.I. results in their respective subject areas. Accordingly, a program of training, on a voluntary basis, was implemented. The purpose was to provide staff (professional and auxiliary) with the skills to enable them to interpret diagnostic test results, to select appropriate materials for individual students, to understand and use a wide variety of instructional programs and materials, and to evaluate the effectiveness of their instruction. Eight teachers and ten paraprofessionals volunteered to participate in the program.

To facilitate use of the P.R.I. results and promote interdisciplinary learning, cooperating teachers were required to select core topics and use related content for the instructional programs in their respective subject areas.[11] These core topics, objectives, and projected instructional activities were submitted to the relevant supervisors at the beginning of each marking period.

Throughout the school year, area and grade conferences were devoted to the integrated curriculum. P.R.I. Inter-visitations demonstrations and cross-grade sharing were also integral parts of the program.

The specific impact of the use of Core learnings and P.R.I. cannot be isolated. However, in view of the previous failure patterns of our students as represented in Table 7, we can infer

[11] Appendix "B"

that the program had a positive impact. Supervisory observations revealed that teachers were implementing the program with varying degrees of enthusiasm. During the 1975/76 school year, when many teachers should be more comfortable with the concept of interdisciplinary teaching, core topics, and instruction by objectives, we are certain this program will have a greater impact on the teaching/learning process.

Summary Statement

In this practicum on "Creating Diverse Teaching/Learning Environments at I.S. 158, An Inner-City Middle School", I have attempted to describe a process in which I engaged as principal. In this effort, I have been concerned with actions designed to reverse the consistent failure pattern which has come to characterize the students in our school community.

Throughout this report, I have attempted to demonstrate my belief that the success of an educational endeavor must be based on a consideration of the unique needs of the individual child and instructional approaches commensurate with these identified needs. To be effective, education must be intimately related to family, community, and the broad range of services essential to the growth of whole people and healthy living environments.

I have identified programmatic attempts in our school to relate to some of the problems commonly associated with middle school students. Specifically, I have described:

1 - Flexibility of grouping and the presence of varied classroom activities as efforts to meet the short attention spans of many of our students.

2 - Sex education, co-educational activities, group counseling, and a de-emphasis on competitive sports as efforts to help students become more understanding of and comfortable with their physical differences.

3 - The use of open classrooms, with their informal individualized structure, as means of satisfying our age-group students' desire for informal personal settings.

4 - Individualized instruction in all classrooms and supplementally funded programs which afford our students the individual adult attention they need and desire during this period of their development.

5 - Our efforts to foster informal adult-student relationships outside the classroom setting have not progressed as rapidly as we would wish. But Project PLAN, our Environmental Studies program, does show promise in this area.

I have described our teaching/learning environments, which, by their structure, reflect planning, recognizing that (1) in every group of learners and teachers, there exist differences in quality, desire, and intent as relate to the encumbered negotiations; (2) there are differences in student interests and aptitudes in various subject areas. I have described the effort to accommodate these differences in an effort to increase the possibility that all students will succeed in their areas of strength. (3) Each child should be trained to take pride in his efforts and ultimately be in competition with himself. Our use of school-wide Prescriptive Reading Inventories demonstrates an attempt to identify the specific needs of all students and tailor the instructional program to these needs. Through his prescriptions and contracts, the child progresses at his own rate and is thus in competition with himself.

I have described "diverse teaching/learning environments" as structured environments which accommodate a variety of teaching and learning styles. Provisions are made for teachers who prefer to teach in one curriculum area primarily; many curriculum areas; dominate the teaching-learning process; operate as the ultimate authority; teach from the experiences of students; textbook oriented; etc. For our students, I have described environments for independent learners, visual learners, audio-lingual learners, creative learners, those who learn best by doing-touching-feeling, group learners, and those who must be closely supervised and directed.

Staff members are afforded the opportunity to select instructional areas, their cooperating teachers, instructional organization (clustered-open, contained-traditional, clustered-flexible, open-flexible), grade level and instructional materials, and the development of curriculum commensurate with core topics and pupil needs.

Our pupils exercise their options by independently (1) selecting mini-courses; (2) selecting time slots for programmed courses; (3) the independent and group activities in which they will participate in their individual courses; (4) completing contract choices ("you must", "you may", "you should"); (5) selecting and planning field trips; and (6) officially expressing a choice of assignment to open areas, clustered areas, or a contained class setting.

Finally, if, during the 1975-76 school year, we are able to continue and expand on our initial efforts as described in this report, we will have a significantly positive impact on reversing the failure pattern established by a large percentage of the students who attend I.S. 158X. We cannot project the possibility of our successes being replicated in any other school or school system; education does not lend itself to this type of generalizing. What happens in a given school depends on those who inhabit that institution, their perceptions of what is, and what they are doing about it. Specific ideas and approaches may be shared and adopted. However, the manner in which they are implemented will depend on the implementation.

XI

Appendix

APPENDIX "A"

DIAGRAM B

THEODORE ROOSEVELT GATHINGS I. S. 158

800 HOME STREET
BRONX, N. Y. 10456

CHARLES L. DUNN
PRINCIPAL

SCHEDULE OF NASA STAFF DEVELOPMENT WORKSHOPS

1st WEEK

RESOURCE PERSONS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		TIME: 10:24-11:56 STAFF* Squillante Drapkin Coleman Horowitz	TIME: 9:00-10:22 STAFF Blankfield Eisen Tabisel Lieman Efron Zucker	TIME: 9:00-10:22 Drapkin 327	TIME: 9:00-10:22 Eisen 302B
		TIME: 1:32-2:50 CLASS Drapkin 320	TIME: 12:50-2:12 CLASS Eisen) Lieman) 325	TIME: 12:50-2:12 CLASS Marcus 109 Perry 111 Sabatello 117 Russo 111	TIME: 12:50-2:12 CLASS Zucker 110
		TIME: 9:00-10:22 STAFF Marcus Perry Zucker Russo Sabatello Efron	TIME: 9:00-10:22 STAFF* Backer Linder Finger Miller	TIME: 9:00-10:22 CLASS Gottlieb 227	TIME: 9:42-11:04 CLASS Horowitz 327
		TIME: 1:32-2:50 STAFF Solomon Scelsa Teller Baratta Gottlieb Tabisel	TIME: 12:50-2:12 STAFF* Coleman Squillante Horowitz	TIME: 1:32-2:50 CLASS Lesser 222D	TIME: 11:58-1:30 CLASS Solomon 227

* WHERE * APPEARS, CLASS PARENTS AND STAFF FROM OTHER SCHOOLS IN DISTRICT WILL BE INVITED TO PARTICIPATE.

APPENDIX "A"

DIAGRAM B (CONT'D)

SCHEDULE OF NASA STAFF DEVELOPMENT WORKSHOPS - 1st WEEK

PAGE 2

RESOURCE PERSONS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		TIME: 9:00-10:22 STAFF Lesser Miller Lepore Blankfield Eisen	TIME: 10:24-11:56 STAFF* Martin Whitter Kirk	TIME: 9:00-10:22 STAFF* Tisi Henderson Hofherr Marcus	TIME: 9:42-11:04 CLASS Henderson 202B
		TIME: 1:32-2:50 CLASS Lesser 222D	TIME: 12:50-2:12 CLASS Blankfield 302C	TIME: 12:50-2:12 CLASS Finger) Coleman) 320	TIME: 11:58-1:30 CLASS Henderson 225
			2nd WEEK		
	TIME: 9:00-10:22 STAFF Scelsa Perry Miller Solomon Lehrer Teller Kirk Gottlieb	TIME: 9:00-10:22 STAFF* Marcus Lepore Hofherr	TIME: 9:00-10:22 STAFF Backer Linder Finger Lieman	TIME: 9:00-10:22 STAFF* Sabatello Henderson Russo Ross Tisi	TIME: 9:00-10:22 CLASS Tabisel 302C
	TIME: 12:50-2:12 CLASS Drapkin 322D	TIME: 1:32-2:50 CLASS Coleman 321	TIME: 1:32-2:50 CLASS Teller 222B	TIME: 12:50-2:12 CLASS Lepore 227	TIME: 1:32-2:50 CLASS Blankfield 302A
	TIME: 9:00-10:22 CLASS Marcus 109 Russo 121 Sabatello 117	TIME: 9:00-10:22 STAFF* Eisen Blankfield Lesser	TIME: 10:24-11:56 STAFF* Martin Whitter	TIME: 9:00-10:22 CLASS Whitter 202A	TIME: 9:42-11:04 CLASS Tisi 202C Sabatello 117
	TIME: 12:50-2:12 STAFF Ross Tisi Kirk Hofherr Henderson	TIME: 11:58-1:30 CLASS Solomon 222A	TIME: 1:32-2:50 CLASS Blankfield 302C	TIME: 11:58-1:30 CLASS Ross 202B	TIME: 11:58-1:30 CLASS Henderson 225

*. WHERE * APPEARS, CLASS PARENTS AND STAFF FROM OTHER SCHOOLS IN DISTRICT WILL BE INVITED TO PARTICIPATE.

APPENDIX "A"

DIAGRAM B (CONT'D)

SCHEDULE OF NASA STAFF DEVELOPMENT WORKSHOPS - 2nd WEEK

RESOURCE PERSONS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	TIME: 9:00-10:22 STAFF Coleman Squillante Horowitz Drapkin Zucker	TIME: 9:00-10:22 STAFF Efron Perry Russo Sabatello Zucker	TIME: 9:00-10:22 CLASS Lepore 302B Russo 121	TIME: 9:00-10:22 CLASS Drapkin 327	TIME: 9:00-10:22 STAFF Solomon Teller Gottlieb Baratta Ross Speaks
	TIME: 1:32-2:50 STAFF* Lieman Tabisel Lehrer		TIME: 12:50-2:12 CLASS Marcus 109 Zucker 110 Perry 111	TIME: 1:32-2:50 CLASS Henderson 202C	TIME: 1:32-2:50 CLASS Lepore 222C

* WHERE * APPEARS, CLASS PARENTS AND STAFF FROM OTHER SCHOOLS IN DISTRICT WILL BE INVITED TO PARTICIPATE.

APPENDIX "B"

THE THEODORE R. GATHINGS SCHOOL
I.S. 158
CORRELATED CURRICULUM PROJECTIONS FOR 1974-1975

BLOCK D

CORE TOPIC I	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
How do we learn about ourselves and other living things in our environment?	I. Social Studies 1. To learn about animals of the world. 2. To learn how climate and geography relate to the variety of animals in different areas. 3. To learn how animals help man around the world. 4. To learn the role of animals in ecological chains. Activities 1. Contact the National Audubon Society etc to obtain materials about animals. 2. Use individual viewers to learn about various animals and geography. 3. Watch nature shows on TV and report. 4. Reports about endangered species to be researched by students. 5. Have students make and encyclopedia of animals by collecting pictures and attaching a report about where it lives, its habits, its relationship to man. 6. Visit one section of the Bronx Zoo to obtain pictures and information about specific animals.	Staff Periodic meetings with members of the block to indicate how the UNIT is progressing timewise. Sharing of ideas and suggestions from colleogues. Principal More positive feedback when deserved. Constructive criticism handled gently. Flexibility regarding length of units. Supervisor Provide access to typewriters and art supplies, library time to research reports. Pupil and Parents Parents awareness of concept of open classroom (early Sept. meeting) Cooperation regarding disruptive troublesome students. Participation in classroom operation.	Social Studies 1. Independent study by mutual consent. 2. Writing of reports (individual and small group) 3. Total class activities. Mathematics 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individualized instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with or a regular schedule (same day each week) Students will work independently on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted Science 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individualized instruction as the ultimate. Language Arts 1 Whole class group and individual activities depending on the direction of unit.	Social Studies Review of students individual work and growth (report writing etc) Bi-weekly conference. Mathematics Diagnostic tests will be employed at the start of each topic. Time will depend on the topics complexity and the individual strengths and weaknesses of the child. Each child will be evaluated weekly through review of students work and by way of questions concerning the concepts which were to be developed. A general quiz at the end of each unit is a possible approach. Science Questions at the end of each assignment. Language Arts Periodic, regular reports exercises, activities.

CORRELATED CURRICULUM PROJECTIONS FOR 1974-1975 PAGE 2

CORE TOPIC I	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
	II. Mathematics 1. Use of word problems problems related to lving things to demonstrate sets. 2. Using the systems of the human body as elements of a set. 3. Charting of the systems of the body and interpretation of the chart. 4. Recipes of food to demonstrate measurement, weight, volume and the conservation of quality. 5. Problem solving involving the four computational skills with terminology and vocabulary related to self and other living things. 6. Discussion of temperature and its relationship to the aquarium in the science room. 7. Measure height of self-convert to inches and feet. Use metric measurement. 8. Weigh self-chart, compare height and weight on bar graphs. III. Language Arts A. Passages for the development of various reading and vocabulary skills will deal with the following topics: 1. Man And His Senses - what they are for; how he uses them; how they affect his life.			

APPENDIX "B" (CONT'D)

CORE TOPIC I	OBJECTIVES	EQUIPMENTS NEEDED
	III. Language Arts 2. Animal Life And It's Relationship To Man-include articles of various species of animals and the ways in which they live and their relationship to man. 3. Plant Life - how plants grow and live; the importance of plant life to man. B. Written report on particular species of animal or plant life. Reports will require research in library and books and use of table of contents and index. C. Pictoral- Essay Field Trip Project- trip to Bronx Zoo and Botanical Gardens. Children take pictures and then prepare a booklet (either individually or in pairs) which will include the pictures and accompanying written descriptions. IV. Science 1. Understanding of a) Human body b) Senses and how they help us c) Cells Activities 1. Use of a) books-reporting b) A.V.I. materials-overhead projector for transparency Filmstrip projector	

APPENDIX "B" (CONT'D)

CORRELATED CURRICULUM PROJECTIONS

CORE TOPIC I	OBJECTIVES	COMMITMENTS NEEDED
	IV. Science Activities (con't) 1. b) A.V.I. materials clay and paints (models of systems) microscopes 2. One creative project (clay model or report on filmstrip or book)	

CORRELATED CURRICULUM PROJECTIONS FOR 1974-1975 PAGE 5

CORE TOPIC II	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
How did the physical development of man and the earth take place?	I. Social Studies 1. To learn the stages and development of man. 2. To learn through evolution how man developed. (learning anthropological terms e.g. natural selection, extinction etc) 3. To learn characteristics of the different men. Activities 1. Visit the Museum of Natural History Anthropology exhibit. 2. View filmstrips on how man began. 3. Write reports on different classifications of man. 4. Engage pupils in map studies of locations of early man. 5. Research meanings of technical terms. 6. Have picture study of the characteristics of these men. II. Mathematics 1. Develop the idea of the natural development of man and compare to the sequence of numbers. 2. Through the use of number lines explain the concept of B.C. and A.D. Compare this to the place value of numbers.	Staff Perodic meetings with members of the block to indicate how the UNIF is progressing timewise. Sharing of ideas and suggestions from collegues. Principal More positive feedback when deserved. Constructive criticism handled gently. Flexibility regarding length of units. Supervisor Obtaining maps at differnnt stages of man (maps of the earth). Supplying pictures from which to compare men at their different stages. (Museum of Natural History). Pupil and Parents Parents awareness of concept of open classroom (early Sept. meeting) Cooperation regarding disruptive troublesome students. Participation in classroom operation.	Social Studies 1. Total class discussion from materials. Independent study on parts of unit. Mathematics 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individualized instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with on a regular schedule (Same day each week). Students will work independently on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted Science 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individualised instruction as the ultimate.	Social Studies Bi-weekly testing of knowledge from materials provided. Final unit test. Mathematics Diagnostic tests will be employed at the start of each topic. Time will depend on the topics complexity and the individual strengths and weaknesses of the child. Each child will be evaluated weekly through review of students work and by way of questions concerning the concepts which were to be developed. A general quiz at the end of each unit is a possible approach. Science Questions at the end of each assignment. Language Arts Periodic, regular reports, exercises, activities.

APPENDIX "B" (CONT'D)

CORRELATED CURRICULUM PROJECTIONS FOR 19

CORE TOPIC II	OBJECTIVES	COMMITMENTS NEEDED
	II. Mathematics 3. Chart the anthropological development of man and interpret the time periods. Use subtraction to estimate and approximate the length of each stage. 4. Investigate the development of a monetary system and compare to our present-day system of dollars and cents. Use of decimals in the four operations. 5. Explore concept of the "decimal" meaning "ten" as it relates to early man and his counting on ten fingers or ten toes. 6. Experiment with Roman numerals. 7. Make calendars and discuss their development. 8. Work with clocks; learn to tell time accurately-add and subtract minutes and hours. Relate this to the early sun dials. 9. Demonstrate the meaning of leap year and why we must observe it. 10. Change Egyptian Numerals to our numerals. Explain they existed 5,000 years ago. What year was that? Practice reading large numbers. 11. Use word problems of the core vocabulary to strengthen basic computational skills.	

CORRELATED CURRICULUM PROJECTIONS FOR 197

CORE TOPIC II	OBJECTIVES	COMMITMENTS NEEDED
	III. Language Arts A. Passages for the development of reading and vocabulary skills will deal with the following topics. 1. Geological Development of the earth-land, rock forms; ice age; 2. Pre-Historic Earth; dinosaurs, reptiles. 3. Early Man-his life and culture; tools and weapon; Cro-magnon; Java; Neanderthal 4. The development of the Homo-Sapien; his life style and culture. B. Trip to American Musuem of Natural History. C. Time-Line Project-children create time line to show development of man and earth along with accompanying reports. Would be a group project with each child responsible for a particular period of time. D. Dramatization-children write and act out a play with characters representing the various stages in the development of man. Would require research to substantiate accuracy.	

CORRELATED CURRICULUM PROJECTIONS FOR

APPENDIX "B" (CONT'D)

CORE TOPIC II	OBJECTIVES	COMMITMENTS NEEDED
	IV. Science 1. Understanding of a. geology (rocks) b. ecology (how animals affect earth) Activities 1. Use of sample rocks to examine 2. Reporting 3. Filmstrips 4. Use of books on topics 5. Microscopic study 6. Painting	

CORRELATED CURRICULUM [illegible] TIONS FOR 1974-1975 PAGE 9

CORE TOPIC III	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
What can we learn about the earth and its resources?	I. Social Studies 1. To learn about latitude and longitude. 2. To learn about time zones. 3. To learn map and globe skills. 4. To find out how climate and geography affect the people of an area. 5. To learn about the wealth of natural resources. Activities 1. Learning map and globe skills and the terms needed. 2. Analyzing maps. 3. Reading various maps (geographical, topographical, product, resource, population) 4. Reading materials to see how climate, geographical features affect a country. 5. Construction of topographical maps of specific areas. II. Mathematics 1. Talk about how things "multiply" as it relates to plant reproduction. 2. Using graphs and charts have students record the growth of their plants. 3. Note the ages of rocks and by use of date lines observe the natural order of numbers.	Staff Periodic meetings with members of the block to indicate how the UNIF is progressing timewise. Sharing of ideas and suggestions from colleogues. Principal More positive feedback when deserved. Constructive criticism handled gently. Flexibility regarding length of units. Supervisor Supply various maps and globes. Rexographed individual maps of areas studied. Pupil and Parents Parents awareness of concept of of open classroom (early Sept. meeting) Cooperation regarding disruptive troublesome students. Participation in classroom operation.	Social Studies 1. Independent study by mutual consent. 2. Writing of reports (individual and small group) 3. Total class activities. Mathematics 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individualized instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with on a regular schedule (same day each week). Students will work independently on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted. Science 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individualized instruction as the ultimate. Language Arts 1. Whole class group and individual activities depending on the direction of unit.	Social Studies Bi-weekly testing of knowledge from materials provided. Final Unit test. Mathematics Diagnostic tests will be employed at the start of each topic. Time will depend on the topics comploxity and the individual strengths and weaknesses of the child. Each child will be evaluated weekly through review of students work and by way of questions concerning the concepts which were to be developed. A general quiz at the end of each unit is a posible approach. Science Questions on each topic. One creative project due (models of systems) Language Arts Periodic, regular reports exercises, activities.

CORRELATED CURRICULUM PROJECTIONS FOR 1974-1

CORE TOPIC III	OBJECTIVES	COMMITMENTS NEEDED
	II. Mathematics (con't page 9) 4. Practice using large numbers, (reading writing them, adding and subtracting them while discussing planets and their relationship to earth. 5. Introduce the concept of light years and compute using large numbers. 6. Find the distances between planets. 7. Compute the time it would take to travel from one planet to another. Could we do it? 8. Use the sun as the center of the universe and use symbols to express the relative distance of each planet to the sun. 9. By use of word problems related to the vocabulary of the topic review and strengthen the four operations. 10. Scale drawing of the planets. III. Language Arts A. Passages for the development of reading and vocabulary skills will deal with the following topics: 1. Geology and the Physical Structure of the earth-land forms; water;mountains;rock formation 2. Climate and Weather 3. Astronomy - Earth's relation to other Planets.	

CORRELATED CURRICULUM PROJECTIONS FOR 1974-

CORE TOPIC III	OBJECTIVES	COMMITMENTS NEEDED
	III. Language Arts (con't page 10) 4. Minerals- how they are mined and used. 5. Volcanoes 6. How the earth gives us food. B. Magazine Project-children research magazines for information dealing with any aspect of the earth (climate, geology, relation to planets, growth.) Prepare a booklet containg articles and individual summaries of each. C. Research Project; Reports telling about how some aspect of the earth or its resources affect the life of man: may deal with effort of geography, or fertility of the soil or the presence of material resources. IV. Science 1. Plants (reproduction,how foods are preserved) Activities 1. Filmstrips 2. Books 3. Clay and paints-models 4. Field trips (rocks) 5. Nature Walks (wildlife) 6. Watch germination of plants 7. Have animals in classroom for children to observe 8. Microscopic study 9. Experimentation with plants to observe condition for growth. 10. Planting 11. role playing	

APPENDIX "B" (CONT'D)

CORRELATED CURRICULUM PROJECTIONS FOR 197

CORE TOPIC III	OBJECTIVES	COMMITMENTS NEEDED
	IV. *Science* (con't page 11) 12. Constructions 13. Group reports	

CORRELATED CURRICULUM PROJECTIONS FOR 1974-75 Page 13

CORE TOPIC IV	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATION ARRANGEMENTS	EVALUATIVE APPROACHES
How did the government of the U. S. develop?	I. Social Studies 1. To get a broad view of our government before the Declaration of Independence. 2. The reading and understanding of the Declaration of Independence. 3. To get an understanding of our constitution. 4. To make students aware of critical times in U. S. history e. g. Civil War, World War I, Depression, World War II. Activities 1. Observe filmstrips of various stages of U. S. history. 2. Make individual reports on topics to be covered. 3. Learn about the symbolism surrounding the American flag. 4. Read summaries of various times in our history. 5. Visit the museum of the City of New York	Staff - Periodic meetings with members of the block to indicate how the unit is progressing timewise. Sharing of ideas and sug- Principal - More positive feedback when deserved. Constructive criticism handled gently. Flexibility regarding length of unit. Supervisor- Provide access to typewriters and art supplies. Library time to research reports. Pupils & Parents Parents Awareness of concept of open classroom (early Sept. meeting) Cooperation regarding disruptive troublesome students. Participation in classroom operation. Pupils Deadlines must be met. Independent work is expected.	Social Studies 1. Independent study by mutual consent 2. Writing of reports (individual and small group) 3. Total class activities Mathematics 1. Initially introduce each topic to the class as a whole 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with on a regular schedule (same day each week) Students will work independent on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted.	Social Studies Review of students individual work and growth (report writing etc.) Bi-weekly conferences. Mathematics Diagnostic tests will be employed at the start of each topic. Time will depend on the topic complexity and the individual strengths and weaknesses of the child. Each child will be evaluated weekly through review of students work and by way of questions concerning the concepts which were to be developed. A general quiz at the end of each unit is a possible approach. Science Questions at the end of each assignment. Language Arts Periodic, regular reports, exercises activities.

CORRELATED CURRICULUM PROJECTIONS FOR 1974-75 Page 14

CORE TOPIC IV	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
How did the government of the U. S. develop?	Mathematics 1. Use charts to contrast the population of rural areas. 2. By use of ratios compare the amount of people living in the east and west in earlier days. 3. What percentage of the total population lived in cities, lived in the west, were women, etc. 4. Estimate the ratio of senators to the number of representatives in Congress. 5. Compute the number of representatives of a state based on ratio to population. 6. Introduce fractional numbers while talking about what percent of the Congress must vote affirmatively for a bill to be passed (or betoed) 7. Make bar and line comparing the present day population of ten major cities. 8. Discuss percentage and ratios as they relate to the impeachment of a president. 9. By use of the current census use computational		Science 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individual instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met on a regular schedule (same day each week) Students will work independently on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted. Language Arts Whole class group and individual activities dependency on the direction of unit.	

CORRELATED CURRICULUM PROJECTIONS FOR 1

CORE TOPIC IV	OBJECTIVES	COMMITMENTS NEEDED
How did the government of the U. S. develop?	5. Congress - House of Representatives - Senate. 6. Development of Local and State Government. 7. How Laws are made. 8. Relation of U. S. Government to other Goverments in the World. 9. Concept of Representation. B. Biographies - research units and writing of biogrpahics of past figures significant in the development of government in the U. S. C. Charts - Construction and written explanation of charts and diagrams depicting the political stucture in U. S. on either a federal, state, or local level. Would require significant amount of research and a keen understanding of the concepts involved. D. Dramatization of some aspect of government in operation SCIENCE I. Moving in air and space (ballons, airplane, rockets, and spaceships).	

CORE TOPIC V	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
What role has technology played in the development of the United States?	Social Studies 1. Show contrast between a technological society and an undeveloped country. Compare life-style of Kenya or Nigevian native to U. S. citizen. Do these people live as we? Discuss jobs. 2. Trace the growth of the U. S. from a new natim to a highly developed society. 3. Review society in pre-industrial revolution years. 4. Learn about major inventions during the Industrial Revolution (emphasis on ability to produce more efficiently, mass production, standardization. 5. Expand on Industrial Revolution to show how the U. S. countries to grow, innovate, produce. Mathematics 1. compare production regarding hand output vs. factory output. Use ratios to express this production. 2. Contrast the cost of	Staff - Periodic meetings with members of the block to indicate how the unit is progressing timewise. Sharing of ideas and suggestions from colleagues. Principal - More positive feedback when deserved. Constructive criticism handled gently. Flexibility regarding length of units. Supervisor - Provide access to typewriters and art supplies. Library time to research reports. Pupils and Parents Parents Awareness of concept if ocpn classroom (early Sept. meeting) Cooperation regarding disruptive troublesome students Participation in classroom operation. Pupils Deadlines must be met. Independent work is expected.	Social Studies 1. Independent study by mutual consent 2. Writing of reports (individual and small group) 3. Total class activitics. Mathematics 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individual instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with on a regular schedule (same day each week) Students will work independently on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted.	Social Studies Review of student's individual work and growth (report writing etc) Bi-weekly confernce Mathematics Diagnostic tests will be employed at the start of each topic. Time will depend on the topic's complexity and the individual strength and wknesses of the child. Each child will be evaluated weekly through review of student's work and by way of questions concerning the concepts which were to be developed. A general quiz at the end of each unit is a possible approach. Science Questions on each project. Language Arts Periodic, regular reports, exercises, and activities.

CORE TOPIC V	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS
What role has technology played in the development of the United States?	Mathematics (cont.) labor involved in something hand-made instead of factory made. Mention overhead costs. Compute using decimals involving dollars and cents. 3. Note the population density of an undeveloped country. Compute the number of people per square mile in each and compare. 4. Using a histogram compare the average yearly income of a family in both societies. 5. Compute the cost of buying groceries for a family for one week Use advertisements from at least three stores. Comparison shop. With this practical activity compute costs using the addition of decimal numbers; if oranges are 5 for 69¢ how much is 2? While comparing prices for various articles use such		Science 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individual instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met on a regular schedule (same day each week). Students will work independently on the remaining days. Teacher will be available to offer assistance to individual students. 4. Peer tutoring will be instituted. Language Arts Whole class group and individual activities depending on the direction unit.

CORE TOPIC V	OBJECTIVES	COMMITMENTS NEEDED
What role has technology played in the development of the United States.	Mathematics (con't.) symbols as > < =. 6. By use of a bar graph or chart, trace the population increase of an industrial country for 25 year intervals being with the birth of the Industrial Revolution 7. Compare available land usable for farming in various countries by computing the area in square miles. Convert these measurements to inches, feet, yards, etc. Also use metric system. 8. Compute amount of fencing needed for an African village. Give dimensions and compute the perimeter. 9. Cook various foreign foods and use recipes to stress measurements. Use a small recipe so that each element must be doubled or tripled thereby strnegthening multiplication of whole and fractional numbers.	

CORRELATED CURRICULUM PROJECTIONS FOR

CORE TOPIC V	OBJECTIVES	COMMITMENTS NEEDED
What role has technology played in the development of the United States?	Mathematics (con't) 10. Emphasize four basic skills through various word problems related to the topic. Language Arts A. Passages for the development of reading vocabulary skills will deal with the following topics: 1. Effect of Industrial Revolution on life-style of people. 2. Effect of Industrial Revolution on Agriculture. 3. Comparisons od developed and undeveloped societies 4. Effect of technological growth on population distribution 5. Relationship between scientific discoveries and technological growth. Contrast betwee positive and negative effect of technological growth.	

CORRELATED ICULUM PROJECTIONS

CORE TOPIC V	OBJECTIVES	COMMITMENTS NEEDED
What role has technology played in the development of the United States?	Language Arts (con't) B. Report on some aspect of technological growth and its effect upon society. Science 1. Understanding of weather and machines to predict weather. 2. Understanding of effect of machinery (technology) on man. Activities 1. Books available on topic. 2. filmstrips 3. reporting 4. making machines 5. weather charts	

CORRELATED CURRICULUM PROJECTIONS FOR 1974-75 Page 22

CORE TOPIC VI	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
What effects have the development of transportation had on man?	Social Studies 1. To have students learn about major discoveries in transportation. 2. Finding out how transportation was important in the expansion of the U. S. 3. To see how the world has "shrunk" due to advances in transportation. 4. To see how transportation has influenced agriculture and industry. Activities 1. Reading accounts of major discoveries in modes of transportation. 2. Contacting various groups for materials about transportation (airlines, railroads, etc.) 3. To view filmstrips on modes of transportation throughout the world. 4. To discuss how cities developed	Staff Sharing of materials and ideas. Principal Cooperation and support Permission for field trips. Supervisors 1. Secure pictures of transportation from early times to present. 2. Ordering of new materials - use of aquarium teriarium. Pupils and Parent Reinforcement at home.	Social Studies 1. Independent study by mutual consent. 2. Writing of reports (individual and small group) 3. Total class activities. Mathematics 1. Initially introduce each topic to the class as a whole. Grouping is to follow with individual instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with on a regular schedule (same day each week) Students will work independently on the remaining days. Teachers will be available to offer assistance to individual students.	Social Studies Review of students individual work and growth (report writing, etc.) Bi-weekly conference. Mathematics Diagnostic tests will be employed at the start of each topic. Time will depend on the topic's complexity and the individual strengths and weaknesses of the child. Each child will be evaluated weekly through review of student's work and by way of questions concerning the concepts which were to be developed. A general quiz at the end of each unit is a possible approach. Science Questions on each assignment and construction of machine. Language Arts Periodic, regular reports, exercises and activities.

CORE TOPIC VI	OBJECTIVES	COMMITMENTS NEEDED	ORGANIZATIONAL ARRANGEMENTS	EVALUATIVE APPROACHES
What effects have the development of transportation had on man?	Activities (con't) based upon transportation. 5 Group work on various methods of transportation Mathematics 1 Compile information about the costs of various means of transportation speeds etc and compare Use terms such as $> < =$. 2. Interpret charts and tables on air distances and time 3. Compare distances between cities by car, bus, train, plane etc 4. Find out why airline passengers are limited to a certain amount of baggage 5. Learn to weigh baggage with scales. 6. Find the dimensions of local bus terminals airports and landing strips. Use area and perimeter.		4 Peer tutoring will be instituted. Science 1. Initially intoduce each topic to the class as a whole. Grouping is to follow with individual instruction as the ultimate. 2. An individual contract will be made with each student with a specific time limit. 3. Groups will be met with on a regular schedule (same day each week) Students will work independently on the remaining days Teacher will be available to offer assistance to individual students 4. Peer tutoring will be instituted Language Arts Whole class group and individual activities depending on the direction of unit.	

CORRELATED CURRICULUM PROJECTIONS

CORE TOPIC VI	OBJECTIVES	COMMITMENTS NEEDED
What effects have the development of transportation had on man?	Mathematics (con't) 7 Compare the air cost/bus cost between various cities Use decimals involving the four basic skills 8. Set up a post office; sell air mail stamps; weigh and charge for air freight and air express. 9. Discuss parallel lines as they relate to latitude lines. 10 Interpret information on bar and line graphs which have parallel lines. 11. Compare the monetary systems of several countries e. g. 4.5 francs = 1 dollar. 12. Use the four basic computational skills in various word problems employing the topical vocabulary. Language Arts A. Passages for development of reading and vocabulary skills will deal with the following topics:	

CORE TOPIC VI	OBJECTIVES	COMMITMENTS NEEDED
What effects have the development of transportation had on man?	Language Arts (con't) 1. Discovery and uses of various forms of transportation. 2 Effects of transportation upon many different aspects of man's life (where he lives works uses leisure time travel). 3 Relationship between transportation and industry. 4. Effects of transportation (all forms) on exploration and expansion. 5. Scientific principles underlying transportation. B. Field trips to J. F. K. Airport and Penn Central Railroad Children prepare pictoral essays in conjunction with the trips. C. Major Reports - Each child prepare a major report dealing with the advent uses and effects of one specific form of transportation Would require use of most of research skills learned	

APPENDIX "B" (CONT'D)

CORRELATED CURRICULUM PROJECTIONS FOR 1974

CORE TOPIC VI	OBJECTIVES	COMMITMENTS NEEDED
What effects have the development of transportation had on man?	Language Arts (con't) during the year Science 1. Understanding of how machines help man move things more easily. 2. Understanding and use of energy as force in transportation (steam electricity) Activities 1. building machines 2. reporting 3. films 4. books 5. woodworking	

Charles L. Dunn
Principal

APPENDIX "C"

THE SYSTEMS APPROACH TO INSTRUCTION

Purposes: To use monthly pupil-staff developed tests as an incentive to pupil achievement and guide toward successful teaching practices.

- To use the accumulation of stocks and bonds by individual pupils and classes as an incentive to academic success.

- To use the ratings and accumulation of these stocks as indicators of individual and class academic success.

- To use the accumulation of these same stocks, bonds, and prizes as tools for behavior modification.

- To capitalize on the varied resources of the companies represented on the C.S. 34 stock market to enhance the total school curriculum and thereby make learning more relevant for all children.

Procedures to be Followed:

- Organize all classes heterogeneously.

- Identify all classes by the names of companies listed on the stock market.

- Administer monthly tests in reading, math, language arts, social studies, and science to all pupils.

- These tests are to be developed by the pupils, teachers, and supervisors of each of the curriculum areas.

- The initial rating of each class on the stock market will be determined by its placement on inventory tests to be administered in each curriculum area in September .

- The monthly posting of each class after September will be in terms of gains and losses over the preceding months standing.

- The content of each monthly test will reflect the goals set by the teachers and pupils at the beginning of that month.

- The tests will measure the following:

  - Skills and concepts to be known by all children
  - Skills and concepts to be taught in each grade
  - Specific information taught in each block.

- A teacher-leader in each block is to be responsible for collecting and organizing the test materials of his block

- The monthly goals for each block which will indicate what the pupils are to be taught are to be submitted to the respective supervisors by the respective teacher-leaders by the second Thursday of each month

- Stock certificates are to be issued for academic improvement, attendance, and social adjustment.

  - Academic - Issued bi-weekly in classrooms
    (1 boy, 1 girl, 1 either)

- No limit is to be placed on the number of certificates issued for attendance.

- Social Adjustment - Issued weekly in classrooms
  (1 boy 1 girl)

- For gains on the monthly systems tests, classes will be awarded stock certificates as indicated below:

5 points - Bronze 7 points - Silver 10 points - Gold

Monthly incentive awards will be given to the highest achieving class in each block as indicated below.

1st Pizza Party 2nd Movie Party 3rd-Field Trip(by bus) 4th-Television Show
5th-Field Trip(by train) 6th-Film(in school)

I. S. 158X
800 Home Street
Bronx, N.Y. 10456

Charles L. Dunn
Principal

APPENDIX "C"

SYSTEMS APPROACH TO INSTRUCTION

Teacher______________________ Area______________________

Class______________________ For Period of______________________

Concepts to be developed

1.

2.

3.

4.

5.

6.

Skills to be Developed

1.

2.

3.

4.

5.

6.

7.

esources to be Used

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Suggestions for Curriculum Integration

1.
2.
3.
4.
5.

athematics

1.
2.
3.
4.
5.

Science

1.
2.
3.
4.

Social Studies

1.
2.
3.
4.
5.

COMMENTS: ______________________________

____

APPENDIX "D"

I. S. 158X

CURRICULUM ALLOCATIONS
SUBJECT AREAS

1974 - 75

CLASSES	MA	LA	SCI	SS	MU	SPAN	GYM	H.ECON	TYP	AFRC	ART	GR.ART	WD.WK	MA LAB	SOC.IN PERS.	INT.NOVEL	TOTAL
322D	6	6	5	5	4	3	2	2									35
321	6	6	5	5	3	3	2-1Sex					4			0		35
320	5	5	6	6	2		2	0		2	3		2	2	0		35
327	5	5	6	6			2-1Sex	2		3	1			3	1		35
202A	6	6	5	5	4	4	2						2	1			35
202B	6	6	5	5		4	2	2		2				3			35
225	5	5	6	6		3	2			1		4		3			35
202C	5	5	6	6		3	2	2			4			2			35
222A	6	5	5	6	4		2		3	1	1		2				35
222B	6	6	5	5			2		3	3		4		1			35
227	5	6	6	5			2		5	3		3					35
222C	5	5	6	6			2	4	2	1	1	3					35
302B	6	5	6	5	1		4		4			4					35
302C	6	5	5	6	3		2	2		2	2		2				35
325	5	6	6	5			2	4	4		2				1		35
302A	5	6	5	6	2		2	0		1			4	3	1		
111						4	2	4	3								
110							2			1/2	2		4	2	2		
109					1		4			1/2			4	1		2	
117					1Voc		2 1/2S			1/2	1/2						
121					1Voc		2 1/2S			1/2	1/2						
222D							2+2Sex			3	1		2	1		2	
TOTAL					24	24		22	24	24	18	22	22	24	5	4	

APPENDIX "D" (CONT'D)

PRESCRIPTIVE READING INVENTORY
SCHOOL DIAGNOSTIC MAP
GREEN BOOK

APPENDIX "E"

THE DIVISOR USED TO CALCULATE THE PERCENTAGES FOR THIS SUMMARY WAS 44

ME ▶ SCHOOL SUMMARY
OL ▶ ONE FIFTY EIGHT
TY ▶ BRONX
STATE ▶ NY
TEACHER ▶
DATE OF TESTING ▶

RECOGNITION OF SOUND AND SYMBOL

2	1. Vowel Sounds: Matching Like or Variant
36	2. Consonant Sounds: Letters

PHONIC ANALYSIS

32	5. Consonant Substitution: Initial and Final
61	7. Syllables: Number
14	8. Rhyming Word Parts
70	9. Silent Letters
52	10. Silent Vowels
25	11. Variant Vowel Sounds: y
18	12. Variant Vowel Sounds: r-controlled
0	14. Phonetic Parts: Variant Sounds

STRUCTURAL ANALYSIS

59	17. Inflected Words (Endings) and Affixes
20	18. Possessives
73	19. Adjectives: Positive, Comparative, Superlative
70	21. Pronouns
23	23. Contractions: Word Pairs or Verb Phrases
11	26. Word Structure: Endings, Spelling Changes
18	27. Verb Tense
75	34. Defining Affixed Words

57	47. Phrase Definition in Context
59	48. Word Definition in Context
48	49. Word Definition in Isolation
50	50. Multi-meaning Words and Definitions
45	52. Synonyms: Selection
80	54. Homonym Pairs: Selection
43	55. Homographs: Selection

LITERAL COMPREHENSION

20	57. Event Sequence
36	58. Story Setting
57	59. Story Detail: Recall or Descriptive Words

INTERPRETIVE COMPREHENSION

55	62. Cause or Effect
18	63. Inference
27	64. Conclusion: Formation
27	66. Predicting Future Action
14	67. Main Idea: Summary, Title or Theme
34	68. Character Analysis: Feelings
34	69. Character Analysis: Motive or Cause
34	70. Character Analysis: Descriptive Words, Traits or Attitudes
25	72. Sensory Imagery
25	74. Figurative Expression: Definition
14	77. Mood
32	78. Time Span and Period

CRITICAL COMPREHENSION

20	83. Reality and Fantasy

APPENDIX "E"

PRI INTERIM TESTS

CLASS SUMMARY SHEET
Level D (Orange Level)

	Phonic Analysis			Structural Analysis					Translation						Literal Comprehension			Interpretive Comprehension																Critical Comprehension								
Names:	13. Variant Vowel Sounds: Digraph, Diphthong	14. Phonetic Parts: Variant Sounds	15. Phonetic Parts: Blending	22. Pronouns: Referent	33. Affixes: Building Words	34. Defining Affixed Words	35. Defining Affixes	36. Punctuation: Commas	16. Most Precise Word in Context	18. Word Definition in Context	19. Word Definition in Isolation	52. Synonyms: Selection	53. Antonyms: Selection	56. Heteronyms: Selection	57. Event Sequence	58. Story Setting	59. Story Detail: Recall or Descriptive Words	62a Cause	62b Effect	63. Inference	64. Conclusion: Formation	65 Conclusion: Factor Identification	66. Predicting Future Actions	67a. Main Idea: Title	67b. Main Idea: Summary or Theme	70a. Character Analysis: Descriptive Words, Traits	70b. Character Analysis: Attitudes	73a. Idioms	73b. Figures of Speech	75. Simile	76. Metaphor	77. Mood	78. Time Span and Period	81. Literary Forms: Satire	82. Literary Forms: Myth	84. Reality and Fantasy	85. Fact and Opinion	86. Author Technique: Persuasion	87. Author Technique: Irony, Fanciful Language	88. Author Technique: Altered Syntax	89. Author Purpose	90. Symbolism

PRI INTERIM TESTS

CLASS SUMMARY
SHEET
Level C (Blue Level)

	Phonic Analysis				Structural Analysis								Translation								Literal Comprehension						Interpretive Comprehension																	Critical Comprehension			
Names:	9 Silent Letters	13. Variant Vowel Sounds: Digraph, Diphthong	14. Phonetic Parts: Variant Sounds	15. Phonetic Parts: Blending	22 Pronouns: Referent	25 Compounds: Forming	30. Sentence Building: Phrase Selection	31 Phrase Information	32 Affixes: Identifying Prefixes, Suffixes	33 Affixes: Building Words	34. Defining Affixed Words	37. Punctuation: Exclamation Point	15. Meaning or Related Words in Context	16. Most Precise Word in Context	18. Word Definition in Context	19. Word Definition in Isolation	51. Multi-meaning Words and Synonyms	52. Synonyms: Selection	53. Antonyms: Selection	54. Homonym Pairs: Selection	57. Event Sequence	58a. Story Setting: Total	58b. Story Setting: Part	59. Story Detail: Recall or Descriptive Words	60. Story Detail: Recall by Parts	61 Story Detail: Identifying True Statements	62a. Cause	62b. Effect	63 Inference	64. Conclusion: Formation	66 Predicting Future Actions	67a Main Idea: Title	67b Main Idea: Summary or Theme	70a. Character Analysis: Descriptive Words, Traits	70b Character Analysis: Attitudes	71. Descriptive Words or Phrases	72 Sensory Imagery	73a. Idioms	73b. Figures of Speech	75 Simile	76 Metaphor	77. Mood	78. Time Span and Period	80. Literary Forms: Fable	84. Reality and Fantasy	81 Reality and Fantasy: Possibility	89 Author Purpose
																					✓	✓	✓	✓	✓	✓	✓	✓																			

PRI INTERIM TESTS

CLASS SUMMARY
SHEET
Level B (Green Level)

	Recognition of Sound and Symbol		Phonic Analysis								Structural Analysis									Translation							Literal Comprehension				Interpretive Comprehension														Critical Comprehension
	1. Vowel Sounds: Matching Like or Variant	2. Consonant Sounds: Letters	5. Consonant Substitution: Initial and Final	7. Syllables: Number	8. Rhyming Word Parts	9. Silent Letters	10. Silent Vowels	11. Variant Vowel Sounds: y	12. Variant Vowel Sounds: r-controlled	14. Phonetic Parts: Variant Sounds	17. Inflected Words (Endings) and Affixes	18. Possessives	19. Adjectives: Positive, Comparative, Superlative	21. Pronouns	23a Contractions: Word Pairs	23b Contractions: Verb Phrases	26. Word Structure: Endings, Spelling Changes	27. Verb Tense	31. Defining Affixed Words	47. Phrase Definition in Context	18. Word Definition in Context	49. Word Definition in Isolation	50. Multi-meaning Words and Definition	52. Synonyms: Selection	54. Homonym Pairs: Selection	55. Homographs: Selection	57. Event Sequence	58a. Story Setting: Total	58b Story Setting: Part	59. Story Detail: Recall or Descriptive Words	62a. Cause	62b Effect	63. Inference	64. Conclusion: Formation	66 Predicting Future Actions	67a Main Idea: Title	67b Main Idea: Summary or Theme	68 Character Analysis: Feelings	69. Character Analysis: Motive or Cause	70. Char. Anal.: Descriptive Words, Traits, Attitudes	72 Sensory Imagery	74. Figurative Expression: Definition	77 Mood	78 Time Span and Period	84. Reality and Fantasy

PRI INTERIM TESTS

CLASS SUMMARY SHEET
Level A (Red Level)

	Recognition of Sound and Symbol		Phonic Analysis				Structural Analysis									Translation								Literal Comprehension			Interpretive Comprehension								Critical Comprehension	
Names:	1. Vowel Sounds: Matching Like or Variant	3. Vowel Sounds: Unlike	4 Consonant Substitution: Blends	5. Consonant Substitution: Initial and Final	6 Consonant Substitution: Final	7 Syllables: Number	16 Inflected Words: Singular/Plural	17. Inflected Words (Endings) and Affixes	19. Adjectives: Positive, Comparative, Superlative	20. Prepositions and Prepositional Phrases	21. Pronouns	23. Contractions: Word Pairs or Verb Phrases	24. Compounds: Recognition	28. Subject-Verb Agreement: Irregular Verb	29. Sentence Building: Subject Predicate	38. Like or Unlike Entities: Word Definitions	39. Like or Unlike Entities: Synonyms	40. Like or Unlike Entities: Antonyms	41 Like or Unlike Entities: Pos. and Neg. Sentences	42. Use of Context: Sentence Completion	43. Homonyms in Context	44a. Sentence Sense: Match	44b. Sentence Sense: Identify Nonsense	57. Event Sequence	58. Story Setting	59. Story Detail: Recall or Descriptive Words	62 Cause	63 Inference	64 Conclusion: Formation	67a Main Idea: Title	67b Main Idea: Summary or Theme	68 Character Analysis: Feelings	69 Character Analysis: Motive or Cause	72. Sensory Imagery	79 Problem Solution	83 Reality and Fantasy

SRA CRITERION-REFERENCED MEASUREMENT PROGRAM mastery: an evaluation tool APPENDIX "F"

REPORT FOR GATHINGS
GROUP GATHINGS
SUBJECT MATHEMATICS
GROUP I.D. OGBOCHOME
GRADE
DATE 11/03/74
TEST # 000442
CODE #
TAPE NO 7520 106 7-2272

OBJECTIVE: (LEARNER WILL.............)	OBJ CATALOG NO	DIA PROBE NOS	% MST	% ITEM RCT / ITEM NUMBER		
1 ADD TWO 1 DIGIT NUMBERS			34	95	95	90
	W25	L1		1	2	3
2 ADD TWO 2-DIGIT NUMBERS, NO REGROUPING			79	90	96	88
	W26	L1 M1		4	5	6
3 ADD THREE 2-DIGIT NUMBERS, NO REGROUPING			83	94	95	91
	W27	L1		7	8	9
4 ADD TWO 2-DIGIT NUMBERS, REGROUPING			69	81	64	84
	W28	L1 M1		10	11	12
5 ADD TWO 3-DIGIT NUMBERS, REGROUPING			73	80	91	85
	W30	L1 M1		13	14	15
6 IDENTIFY DIFFERENCE IN A SUBTRACTION FACT			86	100	69	92
	W33	L2		16	17	18
7 SUBTRACT 2-DIGIT NUMBERS, NO REGROUPING			78	92	95	84
	W34	L2 M2		19	20	21
8 SUBTRACT 1- OR 2-DIGIT NOS., REGROUPING			31	72	41	63
	W35	L2 M2		22	23	24
9 CONTINUE COUNTING SEQUENCE OF 3-DIGIT NUMBERS			69	76	81	86
	W1	L6		25	26	27
10 SKIP-COUNT BY 2, 5, OR 10			72	81	83	86
	W2	L6		28	29	30
11 IDENTIFY WORD NAME FOR 3- OR 4-DIGIT NUMBER			41	74	63	66
	W3	L6		31	32	33
12 IDENTIFY MISSING NUMERAL ON WHOLE NO. LINE			79	88	84	88
	W9			34	35	36
13 IDENTIFY PLACE VALUE IN 4-DIGIT NUMBER			52	67	66	65
	W11	L8		37	38	39
14 MULTIPLY TWO 1-DIGIT NUMBERS			60	81	83	80
	W39	L3		40	41	42
15 MULTIPLY A 2- AND A 1-DIGIT NO., NO REGROUPING			60	81	77	76
	W40	L3 M3		43	44	45
16 MULTIPLY A 2- AND A 1-DIGIT NO., REGROUPING			36	60	65	61
	W41	L3 M3		46	47	48
17 IDENTIFY QUOTIENT IN A DIVISION FACT			33	77	57	56
	W47	L4		49	50	51
18 DIVIDE 2- BY 1-DIG. NO., NO REGRP. OR REMAIN.			31	51	64	56
	W48	L4 M4		52	53	54
19 IDENTIFY ADDITION PROBLEM SHOWN ON NUMBER LINE			27	44	48	53
	W57	L10		55	56	57
20 IDENTIFY SUBTRACTION PROBLEM SHOWN ON NO. LINE			14	30	25	30
	W58	L11		58	59	60

OBJECTIVE: (LEARNER WILL ....)	OBJ CATALOG NO	DIA PROBE NOS	% MST	% ITEM RCT / ITEM NUMBER		
21 ADD WITH 0 ADDEND, MULT. WITH 0 OR 1 AS FACTOR			33	77	43	82
	W61	L10 L12		61	62	63
22 SELECT THE ODD OR EVEN NO. FROM A LIST OF NOS.			22	63	38	47
	W84	M18		64	65	66
23 IDENTIFY NEXT NUMBER IN SEQUENCE			8	64	19	30
	W85			67	68	69
24 SELECT ADD. OR SUBT. SENT. TO SOLVE WORD PROB.			22	60	67	41
	W68	L15 M21		70	71	72
25 SOLVE 1-STEP WORD PROBLEM USING ADD. OR SUBT.			46	60	68	65
	W69	L15 M21		73	74	75
26 IDENTIFY MISSING ADDEND, 1-DIGIT ADDENDS			60	73	70	75
	W74	L14		76	77	78
27 IDENTIFY MISSING ADDEND, 2-DIGIT NUMBERS			35	64	65	49
	W75			79	80	81
28 IDENTIFY MISSING MINUEND, 1- AND 2-DIGIT NOS.			28	40	64	54
	W76	L14		82	83	84
29 IDENTIFY MISSING FACTOR, 1-DIGIT FACTORS			55	65	68	74
	W78	L14 M18		85	86	87
30 IDENTIFY MISSING DIVIDEND, 1-DIGIT NUMBERS			13	21	22	34
	W80	L14		88	89	90
31 IDENTIFY MISSING DIVIDEND, 1- OR 2-DIGIT NOS.			5	17	19	17
	W81			91	92	93
32 IDENTIFY FRACTION FOR SHADED PART OF REGION			28	73	38	65
	F1	L9 M15		94	95	96
33 ADD TWO FRACTIONS WITH LIKE DENOMINATORS			39	54	45	53
	F25	L9 M5		97	98	99
34 IDENTIFY CURVE, CLOSED CURVE, SIMPLE CL. CURVE			14	54	43	28
	G1	L24 M29		103	104	105
35 IDENTIFY LINE, LINE SEGMENT, RAY			4	23	17	21
	G2			100	101	102
36 IDENT. OBJECT LENGTH, NON-STANDARD UNITS RULER			61	67	74	75
	M1	L16		106	107	108
37 IDENTIFY TOTAL VALUE OF COINS-LESS THAN $1.00			43	57	57	51
	M27	L19		109	110	111
38 COMPUTE TOTAL COST OF TWO OR THREE ITEMS			44	65	60	63
	M28	L19		112	113	114
39 IDENTIFY TIME SHOWN ON CLOCK			18	54	32	49
	M32	L20		115	116	117
40 READ DATA FROM BAR GRAPH			16	43	35	60
	SP1	M23		118	119	120

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NO OF SRA OBJ TESTED 40 AVG NO OF SRA OBJ MASTERED 17.2 AVG % OF SRA OBJ MASTERED 44 AVG LOCAL TEST SCORE

NO OF STUDENTS TAKING TEST / COMPLETING TEST 96 / 96

310

APPENDIX "G"

CLASS SUMMARY SHEET
Level D (Orange Level)

Names	13. Variant Vowel Sounds: Digraph, Diphthong	11. Phonetic Parts: Variant Sounds	15. Phonetic Parts: Blending	22. Pronouns: Referent	23. Affixes: Building Words	24. Defining Affixed Words	25. Defining Affixes	36. Punctuation: Commas	46. Most Precise Word in Context	48. Word Definition in Context	49. Word Definition in Isolation	52. Synonyms: Selection	53. Antonyms: Selection	56. Heteronyms: Selection	57. Event Sequence	58. Story Setting	59. Story Detail: Recall or Descriptive Words	62a. Cause	62b. Effect	63. Inference	64. Conclusion: Formation	65. Conclusion: Factor Identification	66. Predicting Future Actions	67a. Main Idea: Title	67b. Main Idea: Summary or Theme	70a. Character Analysis: Descriptive Words, Traits	70b. Character Analysis: Attitudes	73a. Idioms	73b. Figures of Speech	75. Simile	76. Metaphor	77. Mood	78. Time Span and Period	81. Literary Forms: Fable	82. Literary Forms: Myth	83. Reality and Fantasy	85. Fact and Opinion	86. Author Technique: Persuasion	87. Author Technique: Irony, Emotional Language	88. Author Technique: Altered Syntax	89. Author Purpose	90. Symbolism

PRI INTERIM TESTS

CLASS SUMMARY SHEET
Level C (Blue Level)

	Phonic Analysis				Structural Analysis								Translation								Literal Comprehension						Interpretive Comprehension																		Critical Comprehension			
Names:	9. Silent Letters	13. Variant Vowel Sounds: Digraph, Diphthong	14. Phonetic Parts: Variant Sounds	15. Phonetic Parts: Blending	22. Pronouns: Referent	25. Compounds: Forming	30. Sentence Building: Phrase Selection	31. Phrase Information	32. Affixes: Identifying Prefixes, Suffixes	33. Affixes: Building Words	34. Defining Affixed Words	37. Punctuation: Exclamation Point	45. Meaning or Related Words in Context	46. Most Precise Word in Context	48. Word Definition in Context	49. Word Definition in Isolation	51. Multi-meaning Words and Synonyms	52. Synonyms: Selection	53. Antonyms: Selection	54. Homonym Pairs: Selection	57. Event Sequence	58a. Story Setting: Total	58b. Story Setting: Part	59. Story Detail: Recall or Descriptive Words	60. Story Detail: Recall by Parts	61. Story Detail: Identifying True Statements	62a. Cause	62b. Effect	63. Inference	64. Conclusion: Formation	66. Predicting Future Actions	67a. Main Idea: Title	67b. Main Idea: Summary or Theme	70a. Character Analysis: Descriptive Words, Traits	70b. Character Analysis: Attitudes	71. Descriptive Words or Phrases	72. Sensory Imagery	73a. Idioms	73b. Figures of Speech	75. Simile	76. Metaphor	77. Mood	78. Time Span and Period	80. Literary Forms: Fable	83. Reality and Fantasy	84. Reality and Fantasy: Possibility	88. Author Purpose
																					✓	✓	✓	✓	✓	✓	✓	✓																			

PRI INTERIM TESTS

CLASS SUMMARY SHEET
Level B (Green Level)

	Recognition of Sound and Symbol		Phonic Analysis								Structural Analysis									Translation							Literal Comprehension				Interpretive Comprehension														Critical Comprehension
	1. Vowel Sounds: Matching Like or Variant	2. Consonant Sounds: Letters	6. Consonant Substitution: Initial and Final	7. Syllables: Number	8. Rhyming Word Parts	9. Silent Letters	10. Silent Vowels	11. Variant Vowel Sounds: y	12. Variant Vowel Sounds: r-controlled	14. Phonetic Parts: Variant Sounds	17. Inflected Words (Endings) and Affixes	18. Possessives	19. Adjectives: Positive, Comparative, Superlative	21. Pronouns	23a. Contractions: Word Pairs	23b. Contractions: Verb Phrases	26. Word Structure: Endings, Spelling Changes	27. Verb Tense	34. Defining Affixed Words	47. Phrase Definition in Context	48. Word Definition in Context	49. Word Definition in Isolation	50. Multi-meaning Words and Definition	52. Synonyms: Selection	54. Homonym Pairs: Selection	55. Homographs: Selection	57. Event Sequence	58a. Story Setting: Total	58b. Story Setting: Part	59. Story Detail: Recall or Descriptive Words	62a. Cause	62b. Effect	63. Inference	64. Conclusion: Formation	66. Predicting Future Actions	67a. Main Idea: Title	67b. Main Idea: Summary or Theme	68. Character Analysis: Feelings	69. Character Analysis: Motive or Cause	70. Char. Anal.: Descriptive Words, Traits, Attitudes	72. Sensory Imagery	74. Figurative Expression: Definition	77. Mood	78. Time Span and Period	83. Reality and Fantasy

PRI INTERIM TESTS

CLASS SUMMARY SHEET
Level A (Red Level)

	Recognition of Sound and Symbol		Phonic Analysis				Structural Analysis									Translation								Literal Comprehension			Interpretive Comprehension								Critical Comprehension	
Names	1. Vowel Sounds: Matching Like or Variant	2. Vowel Sounds: Unlike	4. Consonant Substitution: Blends	5. Consonant Substitution: Initial and Final	6. Consonant Substitution: Final	7. Syllables: Number	16. Inflected Words: Singular/Plural	17. Inflected Words (Endings) and Affixes	19. Adjectives: Positive, Comparative, Superlative	20. Prepositions and Prepositional Phrases	21. Pronouns	23. Contractions: Word Pairs or Verb Phrases	24. Compounds: Recognition	25. Subject-Verb Agreement: Irregular Verb	29. Sentence Building: Subject Predicate	38. Like or Unlike Entities: Word Definitions	39. Like or Unlike Entities: Synonyms	40. Like or Unlike Entities: Antonyms	41. Like or Unlike Entities: Pos. and Neg. Sentences	42. Use of Context: Sentence Completion	43. Homonyms in Context	44a. Sentence Sense: Match	44b. Sentence Sense: Identify Nonsense	57. Event Sequence	58. Story Setting	59. Story Detail: Recall or Descriptive Words	62. Cause	63. Inference	64. Conclusion: Formation	67a. Main Idea: Title	67b. Main Idea: Summary or Theme	68. Character Analysis: Feelings	69. Character Analysis: Motive or Cause	72. Sensory Imagery	79. Problem Solution	83. Reality and Fantasy

APPENDIX "H"

	COGNITIVE BEHAVIORS											
	COMPUTATION		UNDERSTANDINGS				APPLICATIONS			ANALYSIS		
	KNOWS FACTS	COMPUTES ACCURATELY	KNOWS TERMS	KNOWS CONCEPTS	UNDERSTANDS RULES AND PRINCIPLES	INTERPRETS PROBLEMS	SOLVES ROUTINE PROBLEMS	MAKES COMPARISONS	RECOGNIZES USE IN OTHER SITUATIONS	SOLVES NON-ROUTINE PROBLEMS	DISCOVERS RELATIONSHIPS	MAKES GENERALIZATIONS
ARITHMETIC												
Integers												
Fractions												
Decimals												
Percent												
Graphs & Charts												
Number Theory												
Number Bases*												
Negative Numbers†												

APPENDIX "H" (CONT'D)

	COGNITIVE BEHAVIORS											
	COMPUTATION		UNDERSTANDINGS				APPLICATIONS			ANALYSIS		
	KNOWS FACTS	COMPUTES ACCURATELY	KNOWS TERMS	KNOWS CONCEPTS	UNDERSTANDS RULES AND PRINCIPLES	INTERPRETS PROBLEMS	SOLVES ROUTINE PROBLEMS	MAKES COMPARISONS	RECOGNIZES USE IN OTHER SITUATIONS	SOLVES NON-ROUTINE PROBLEMS	DISCOVERS RELATIONSHIPS	MAKES GENERALIZATIONS
MEASUREMENT & GEOMETRY												
Direct Measurement of Objects												
Units - Converting & Calculating												
Areas, Perimeters, Volumes												
Geometry of Angles, Lines, Segments, Rays nd Triangles												
Topology*												
Tessellations*												
olid Figures*												
ndirect Measurement*												

	COGNITIVE BEHAVIORS											
	COMPUTATION		UNDERSTANDINGS				APPLICATIONS			ANALYSIS		
	KNOWS FACTS	COMPUTES ACCURATELY	KNOWS TERMS	KNOWS CONCEPTS	UNDERSTANDS RULES AND PRINCIPLES	INTERPRETS PROBLEMS	SOLVES ROUTINE PROBLEMS	MAKES COMPARISONS	RECOGNIZES USE IN OTHER SITUATIONS	SOLVES NON-ROUTINE PROBLEMS	DISCOVERS RELATIONSHIPS	MAKES GENERALIZATIONS
ALGEBRA												
Sets												
Expressions & Statements												
Positive & Negative Numbers												
Axioms												
Simple Polynomials												
Equations												
Inequalities												
Simple Verbal Problems												
Linear Graphs												
System of Equations												
Polynomials*												
Factoring*												

APPENDIX "H" (CONT'D)

	COGNITIVE BEHAVIORS											
	COMPUTATION		UNDERSTANDINGS				APPLICATIONS			ANALYSIS		
	KNOWS FACTS	COMPUTES ACCURATELY	KNOWS TERMS	KNOWS CONCEPTS	UNDERSTANDS RULES AND PRINCIPLES	INTERPRETS PROBLEMS	SOLVES ROUTINE PROBLEMS	MAKES COMPARISONS	RECOGNIZES USE IN OTHER SITUATIONS	SOLVES NON-ROUTINE PROBLEMS	DISCOVERS RELATIONSHIPS	MAKES GENERALIZATIONS
LGEBRA												
lgebraic ractions*												
unctions & elations*												
rational Num- ers & xpressions*												
omputer rogramming*												
robability*												
tatistics												

Optional Unit
Can be done later: Positive & Negative Numbers of Algebra
*Behavior Hoped for: Required sometimes
**Behavior hoped for: Beyond requirements
ote: The first 15 units of Algebra constitute credit for one year of Algebra in a College Preparatory School.

APPENDIX "I"

MINI COURSE SELECTIONS

#M100 ARTS & CRAFTS MRS. PATTI

Participating pupils' will be introduced to the fundamentals of Arts & Crafts. They will be encouraged to be original and creative in their constructions.

Approximate Cost Per Pupil for Term: $2.00 each

#M101 CHESS FOR BEGINNERS MR. LIEMAN

The couse will cover moves of each piece and the game of chess. Chess is one of the oldest and most widely played games in the world. Anyone interested in learning the game of chess should consider the course. Development of the mental processes that go into planning strategies making judgments, weighing evidence, etc., will be a part of the course.

Approximate cost: $1.00 per pupil

#M102 COLLECTING - STAMPS AND COINS MR. TELLER

Collecting stamps and coins from various places throughout the world will serve as a vehicle to introducing pupils' to the varied cultures and people of our world. Participating pupils' must be prepared to engage in extensive reading and research.

Cost to be determined by individual pupil interest and level of involvement.

#M103 FOLK SINGING MR. PERRY

Mr. Perry will be encouraged to develop an appreciation for the varied cultures and life-styles of different ethnic groups through their folk music.

#M104 GIRL TALK MRS. LESSER

Participants will informally discuss matters of concern to individual group members as well as the group as a whole. The topics might include growing up, family relationships, fashions, grooming, etiquette, etc.

#M105 GREAT BOOKS MRS. MARTIN

It is never too early to begin an appreciation of the "human experience". The great books presents the accomplishments, frustrations, and fundamental inquiries of western civilization.

By introducing, in a delineated form, samples of these books, we hope to plant the seed of interest which will grow and cause the pupils' to ponder some of the direct statements made in these books which are of the highest level of understanding, and at the same time serve as primary models of the problems of mankind - the disciplines of freedom.

Aim: To provoke thought into expression. Only children who enjoy reading should apply for this course.

#M106 HORTICULTURE MRS. RALSTON

N.Y. Botanical Gardens: where, how and why and when...

Discussion of: soils, plants (indoor and outdoor), cuttings/seedlings, transplanting, lighting (natural and artificial), watering, plant foods; etc.

Participating pupils' will also plant, transplant, and grow cuttings and seedlings. The class will be part lecture, discussion and theory put into practice. Reading lists and additional mimeo papers will be afforded the pupils'.

#M107 ITALIAN MR. BARATTA

1) Developing of a basic Italian vocabulary that can be used in everyday living in the United States. For example - how and what to order in an Italian restaurant.

APPENDIX "I"

ITALIAN (CONTINUED) MR. BARATTA #M107

2) Developing a basic conversation for everyday living in Italy as a tourist.

3) Introduction to Italian culture.

#M108 - KNIT ONE - PURL TWO MRS. HOFHERR

Pupils' will be taught the basic techniques of knitting and encouraged to be creative in their designs and creations.

Approximate cost: $3.00 per pupil

#M109 LET'S FIND OUT MRS. KERKHOFFS

"Let's Find Out' is a research oriented project. Pupils' will be encouraged to apply techniques of research to secure information on topics of interest to the group as well as individuals within the group.

#M110 LOOK YOUR BEST (CHARM CLASS) MRS. BERSANI

Pupils' will be trained in the art of body carriage, talking, sitting, body care and the proper use of make-up.

#M111 LOOK YOUR BEST (CHARM CLASS) MRS. LIGHTBOURNE

Pupils' will be trained in the art of body carriage, talking, sitting, body care, and the proper use of make-up.

#M112 MALE TALK MR. MARCUS

Fellows will engage in informal discussions dealing with matters of special concern to males and tackle individual problems of group members.

#M113 MATHEMATICS (ADVANCED) MRS. EISEN

Pupils' will engage in experiences designed to develop higher math skills and concepts.

Only pupils' demonstrating above average ability in math should apply. Those pupils' should also be potential special high school referrals.

#M114 MODEL BUILDING MR. LIGHTY

Pupils' will engage in designing and constructing varied models of special interest to them.

Approximate cost: $3.00 per pupil

#M115 PHOTOGRAPHY (AN INTRODUCTION) MR. DRAPKIN

Students will first learn the scientific principles behind picture taking and developing (i.e. light, lens, photographic chemistry). Students will then learn how to take pictures properly, how to develop and print. They will develop a "good" sense for the photograph.

Approximate cost: To be determined by level of pupil involvement.

#M116 PHOTOGRAPHY MR. LEPORE

Students will learn to take and develop pictures with an emphasis on photography as an art and as a means of making a statement or showing a personal point of view; plust photography as related to other graphic processes.

Approximate cost: Pupils' to purchase their films.

#M117 PIANO FOR BEGINNERS MS. KIRK

Students will learn how to read music. They will learn how to use their fingers on the keyboard. They will be encouraged to continue piano studies, at their individual rate of speed.

Approximate cost: $1.75 per pupil

#M118 THE PYTHAGOREANS (ADVANCED MATHEMATICS) MR. WEBER

A course in Experimental Geometry, including logic, constructions, problem solving and space relationships. Group will meet twice a week. No costs.

#M119 SCRABBLE MR. SOLOMON

Through their active participation in this game, pupils' will learn basic word attak skills, broaden their vocabularies, increase their reading ability, and be guided toward improved socialization skills.

#M120 SHORTHAND MS. SPEAKS

Pupils' will be trained in the basic skills of using sounds and symbols rather than words to convey meaning.

Only successful typing pupils' should apply.

#M121 TECHNIQUES OF PITCHING MR. BACKER

Pupils' will be trained in the fundamental skills of pitching a baseball. The specific skills to be developed will include control, the curve, screwball, slider, change-up, knuckleball, pick offs, fielding bunts, and covering bases.

#M122 THE COMMUNITY EXPERIENCE MR. COLEMAN

Participating pupils will be guided through simulations of real community experiences. Through walking tours, interviews, personal experiences, they will develop a repertoire of activities real to the life style of our school community. They will role play the "haves" and the "have nots"; the powerful and the powerless. Their experiences will take them through the political, social, economic and historical dimensions of their community. They will experience the complex interactions of our community structure and the effect of these structures on inter-group relations. Community persons whose views are relevant to the selected tasks will be invited to serve as resource persons.

#M123 THEATRE GAMES MRS. DANZIGER

Pupils' will develop the basic skills of acting. They will be required to read books, and plays, write scripts, view special programs, role play, and prepare small productions for auditorium presentations.

#M124 VACATION LANDS MR. GOTTLIEB

Through the use of films, slides, and printed matter, pupils' will be introduced to the varied and exciting places of interest their families might visit on their vacations. Primary attention will be given to vacationing in the N.Y. State. Math, reading, and social studies will also be reinforced as the pupils' plan their budgets, select articles of clothing, plan routes of travel, map reading, select camping gear, etc.

#M125 WOODWORKING MR. SQUILLANTE

Pupils' will be taught the use of various wood shop tools and required to engage in individual and group projects.

Approximate cost: $ .75 per pupil for each project.

NASA Theme Pervades All Areas Of School

MR. ARONSON OF NASA.

The NASA project at IS 158 is a three-pronged approach to the application of the theme of Space to the curiculum.

There are teacher-training workshops, auditorium programs, and, most important, classroom activities pegged to the theme in every subject area in the school.

The entire school is involved. Teachers and students from all of the junior high and intermediate schools of the District are also invited to participate.

Students can be seen flying planes in the schoolyard. They are having a lot of fun, and at the same time observing balance, air currents and various other scientific phenomena pertaining to flight.

The planes they fly were constructed by them with mathematical precision from reading blueprints.

Development of communications skills plays a major role in their study of Space flight. They learn how life depends upon listening carefully and following instructions to the letter.

An art display called "Man in Motion" graces the main corridor of the school.

"Through this program," said Principal Mr. Charles Dunn, "we give our students hands-on experience in an area which is of great interest to them and yet alien to their ordinary experiences."

"Teachers and para's are as motivated as the students to ask questions and they become deeply involved too," added Mr. Amos Berkal, science supervisor at #158.

The principal expressed his appreciation of the thinking and effort that went into the planning of this program both on the District level and in the national Space center. He paid special tribute to the efforts of the specialists who gave the training workshops and the auditorium presentations: Messrs. Lloyd Aronson, George Pope and Larry Bilbrough.

El proyecto NASA de la escuela I.S. 158 es un enfoque de tres dentados para la aplicación del tema espacial al curriculo.

Se están ofreciendo talleres para entrenamiento de maestros, programas en el auditorio y la más importante de todas, actividades de salón de clase relacionadas con el tema en todas las asignaturas.

Toda la escuela está envuelta. Los maestros y los estudiantes de todas las escuelas del Distrito están tambien invitados para que participen.

Los estudiantes pueden ver aviones volando en el patio de la escuela. Ellos además de divertirse están observando balance, corrientes de aire y varios otros fenómenos cientificos relacionados con volar.

Los aviones que ellos vuelan fueron construidos por ellos mismos, con precisión matemática usando lectura de copias.

El desarrollo de las destrezas de comunicación juega un papel importante en el estudio de vuelos espaciales. Ellos aprenden como la vida depende de escuchar cuidadosamente y de seguir instrucciones al pie de la letra.

Una exhibición de arte llamada "El hombre en Movimiento" adorna el pasillo principal de la escuela.

"Através de este programa" dijo el Principal Sr. Charles Dunn, "le ofrecemos a nuestros estudiantes experiencia en un área la cual es de gran interés para ellos y la cual todavia es lejana a sus experiencias diarias."

"Los maestros así como los paraprofesionales están tan motivados como los niños para hacer preguntas y se envuelven realmente," añadió el Sr. Amos Ber-Kal. Suervisor de ciencia de la 158.

El principal expresó su agradecimiento al Distrito y al Centro Espacial Nacional por el esfuerzo y el empeño puesto en el planeo del programa. El agradeció en forma especial los especialistas que ofrecieron los talleres de entrenamiento y las presentaciones en el auditorio. Ellos fuerons Lloyd Aronson, George Pope, y Larry Bilbrough.

MR. PAUL SOLOMON LEARNS ABOUT WHAT HE WILL TEACH: air currents, in this case.

Space Program At IS 158

District, NASA Cooperate In Unique

AREN'T MR. MIKE GOTTLIEB AND MRS. DRUCILLA LIGHTBOURNE too old to be playing with toys? No way, when the toys are airplanes.

NASA, the National Aeronautics and Space Administration of the United States government, is a most prestigious aggregation of miracle workers. The agency sends specialists into schools around the nation to interest students in the Space program, and to initiate them into some of the wonders it performs.

NASA's educational program deals, in general, with three areas: aeronautics, or what makes things fly; living in space, or the human factors involved in long-term flight; and monitoring the earth's resources from space, an introduction to the utilization of space flight in the study of weather, in communication via man-made satellites, and in many other applications which are based upon the study of geography, social studies, math and science.

Young man learns to follow directions.

Ordinarily, a NASA specialist in one of these areas is sent to a school with equipment in a Spacemobile. He makes a presentation to students in an auditorium. But Superintendent Felton E. Lewis had another idea: here he saw a chance to put District philosophy into practice, a way to reach our kids by offering them a large number of participatory experiences on a highly individualized classroom basis rather than just the opportunity to sit and watch a demonstration.

At his request NASA agreed to cooperate in such a venture, and Dr. Lewis sent a team of educators to plan the series of workshops that was necessary to get the program under way. To the Space Center near Washington went Director of Curriculum Mrs. Charlotte Frank, to present the District goals; Science Coordinator Mr. Paul Mancinelli, as a technician in implementing them; principal Mr. Charles Dunn of IS 158, in whose school the program was to be housed; and Supervisor of Industrial Arts for the Central Board, Mr. Samuel Gary.

As a consequence, all of NASA's specialists converged upon this District to present a twelve-session workshop for teachers and para's of #158 and several of its neighboring schools. Students also participated in the sessions.

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APPENDIX "K"

MEMORANDUM OF AGREEMENT

Between

INTERMEDIATE SCHOOL 158
COMMUNITY SCHOOL DISTRICT 12
BRONX, NEW YORK

and the

NEW YORK URBAN COALITION

The signatories to this agreement firmly believe that the health of a school as both an organization and a learning environment is dependent upon carefully developed planning and leadership capabilities. Well-designed and executed planning can focus the resources of the school on particular needs and problems while enabling the broad school constituency to participate fully and constructively in shaping the development of the learning process and thus better serve its students and community.

Therefore, because Charles L. Dunn, Principal, the staff and parent representatives of I.S. 158 which is part of Community School District 12, Felton E. Lewis, Superintendent, have decided that they want to establish a school wide planning process by creating a Constituency Based Planning Team through which the school's various constituencies can plan and coordinate the further development of I.S. 158 - and develop and implement the programs provided through the ESAA grant: Project PLAN.

And whereas the New York Urban Coalition is committed to supporting the creation, development and activities of this planning process in Intermediate School 158.

The parties of this agreement, I.S. 158 (Administration, staff, parents), Community School District 12 and the New York Urban Coalition hereby enter into a formal understanding to work together to support the creation and development of this Constituency Based Planning Team at Intermediate School 158.

The following commitments define the nature of their mutual support:

I. The membership of the Constituency Based Planning Team will be selected through an elective process within the I.S. 158 community. (See attached Guidelines for the Development of a Constituency Based Planning Team)

II. The Constituency Based Planning Team will be empowered to:

A. Be a school wide planning agent for all of the programs developed by I.S. 158, and will be the active overseer in consultation with the principal, of all activities set forth in the ESAA program: Project PLAN.

B. Coordinate for the principal the development of alternative plans to meet school objectives, monitor the process of selecting among the alternatives and coordinate the development of those operational steps/procedures to be followed for the achievement of these objectives.

C. Make recommendations to the principal and his administrative team on alternative plans, but the Constituency Based Planning Team will not make final program decisions -- this responsibility being fully retained by the principal.

III. The New York Urban Coalition will assist in the creation and development of the Constituency Based Planning Team by:

A. Making available, as provided by the ESAA Project PLAN Grant, funds for the placement of a full time Field Representative in I.S. 158;

B. Providing technical assistance to the developmental process as described and delimited in the ESAA grant. (See attachments on Criteria for Grant Allocation)

It is specifically affirmed that each party to the agreement understands that allocation of monies from all ESAA accounts is to be done in ways which clearly and directly support the development of the planning process in the school. The parties in this agreement will require evidence that projects calling for this dollar support are in fact supported by the Principal and the Constituency Based Planning Team in accordance with these guidelines.

IV. The Community School Board and District Superintendent understands that this agreement is intended to support the development of a Constituency Based Planning Team in I.S. 158 and that all activities must be undertaken within the clear boundries of District policy.

V. All parties to this agreement agree to develop joint evaluation and reporting procedures - as established by the ESAA guidelines.

VI. In the event that future cooperative arrangements are unattainable, each signatory to this Agreement has the right to withdraw by giving written notice of intent, following guidelines established in the ESAA grant.

VII. To facilitate these agreements, NYUC designates Margaret Chiara, as Project Administrator. Ms. Chiara will report directly to Lynn Gray, Manager of School Partnerships. She will work with Charles L. Dunn, Principal, directly or through the I.S. 158 Field Representative, consulting on all matters pertaining to project implementation.

This agreement is entered into with the expressed hope that the support which comes to I.S. 158 will enable the total school better serve its staff, students and community.

Charles L. Dunn
Charles L. Dunn, Principal

9/24/75
Date

Felton E. Lewis, District 12 Superintendent

Arthur H. Barnes
Arthur H. Barnes, President
New York Urban Coalition

Witnesses:

Beryl A. Banks
Teacher

P.A. President

To: All Staff
From: Chas. L. Dunn, Principal
Subject: Staff/Parent Feedback on PEEC Trips - Week of 12/1/75

For your information, the following is a summary of comments made by staff and parents who attended PEEC with our first student groups:

-- The experience proved to be a valuable one for the students - socially, emotionally, and educationally.

-- Adequate supervision is essential. A ratio of one(1) adult to five (5) students is desirable.

-- This ratio should be balanced on the basis of the participating student population.

-- Buses should not leave without adequate supervision.

-- Staff should be consciously aware of those activities which create stress and anxiety.

-- Student participants should be briefed and screened in this area.

-- The braille trail is more frightening for those without blindfolds than for those wearing them.

-- Hunters were seen in the area of the five mile hike, however, precautions were taken to insure the safety of participants.
--Adult/student relationships were different and positive.
-- Initially some staff members had questioned the ability of our students to handle this relaxed relationship. The students did well.

-- There is a definite need for a relationship to be established between the supervising adults and students prior to making the visit to PEEC.

-- To the degree possible, parents of participating students should meet and engage in exchange with the adults who will be directly responsible for their children.

-- Staff members and parents should be consciously aware of the educational values inherent in the planned activities.

--
-- Throughout the visit, learning activities were in evidence, although they were not highly structured or focused upon at all times.

-- Provisions should be made for on-going sharing between the adults while on the trip as well as between the adults and students.

-- Pre-planning between all participants prior to the trip is necessary.

-- Limits for students must be planned, discussed, and understood.

-- Staff members might consider using the school neighborhood as a vehicle for planned pre-orientation experiences.

-- Ms. Eisen will serve as coordinator of the pre-orientation experiences for the February trips.

-- Activities should be clearly defined prior to the trip so that the students will have some idea of what they will be doing.

-- Students who have visited PEEC could assist with this pre-orientation.

-- Students awareness of self and others was increased on the trip.

-- The cut-off date for consent slips and fees whould be closely adhered to!

-- Students should visit PEEC with their assigned groups.

-- Students must be encouraged to wear proper clothing.

-- Health factors must be emphasized.

-- Participating staff members and parents are responsible to see that student logs are kept.

-- Teachers should afford students opportunities for and training in keeping logs now.

-- Classes scheduled to visit PEEC in February:

7-220
7-221
7-202D
7/8-324
8-320
8-321
7-222C
7-222D

CLD/bkf

PRE-PEEC ACTIVITY LIST

NAME____________________

CLASS____________________

DATE____________________

Please list all the activities (lessons, films, discussions, field trips, etc.) you have had with your class as part of our environmental program. Then return this list to Annette Primiani before your class goes to PEEC. THANKS!!

	ACTIVITY DESCRIPTION	DATE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

ENVIRONMENTAL ISSUES QUESTIONNAIRE

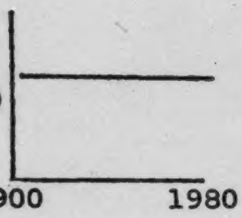
Directions: Choose the best answer or answers. Sometimes more than one answer may be correct.

1. The environment is:
   a. Woods and Lakes
   b. Cities and Factories
   c. Pollution
   d. All our surroundings

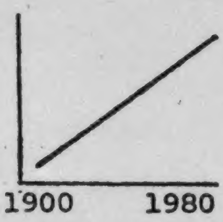
2. Which drawing shows what is happening to the number of people in the world

Billions of people

a)



b)



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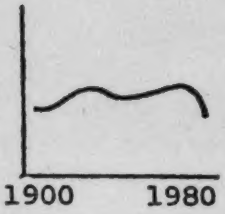
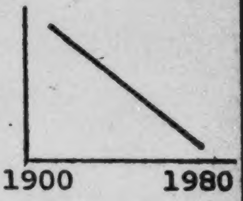


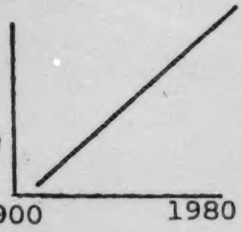
d)



. Which drawing best shows what is happening to the amount of land for farms and forests

Lots of Land

a)



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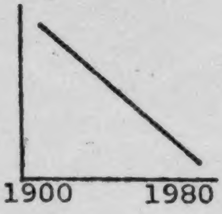

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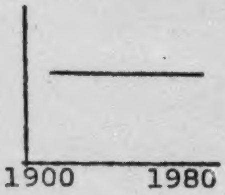
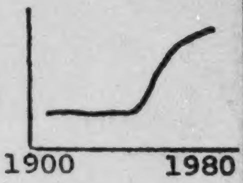


d)



Most people live in cities because:

a. Woods are dangerous with wild animals
b. There are more jobs in cities
c. It is cold and lonely in the country
d. They like movies and music

APPENDIX "N" (CONT'D)

5. When lots of people live close together like in cities:

   a. It is easier to feed them and clean the garbage up
   b. You can have better schools and stores
   c. It is better because you keep the pollution all in one place
   d. It is important to keep things clean because disease would spread easily

6. The reason the woods at PEEC are cleaner than New York City parks is:

   a. They have lots of people cleaning up
   b. Country air is cleaner
   c. People who visit PEEC are more careful not to pollute while they are there
   d. Wild animals eat the garbage

7. Before people came the land New York City is on looked:

   a. Kind of like an empty lot does
   b. Sort of like Central Park does
   c. Sort of like the woods at PEEC
   d. Nothing was there until they built the city

8. New York City's water comes:

   a. From pipes
   b. From the ground
   c. From the Hudson River
   d. From lakes and rivers far away from the City

9. New York City's food comes:

   a. From stores
   b. Only from farms in New Jersey
   c. Only from farms in California
   d. From farms all over the world

0. If farmers stopped working, city people would:

   a. Have to eat canned and frozen food
   b. Probably starve to death
   c. Have to eat artificial food
   d. Have to grown their own food

APPENDIX "N" CONT'D

11. Which of the following are pollution

- a. Garbage in streets
- b. Chemicals in water
- c. Smoke in the air
- d. Noise where you live

12. In terms of pollution you can say that:

- a. Both children and adults cause pollution
- b. Children are against pollution but adults don't care
- c. Adults are against pollution but children don't care
- d. Only adults cause pollution

13. The hardest part of having a clean environment is:

- a. Getting everyone to cooperate
- b. Having scientist find solutions
- c. Deciding which buildings to tear down
- d. Getting factories to be clean

14. Most people don't keep the environment clean because:

- a. They don't know how
- b. They don't care
- c. They aren't responsible for the mess
- d. It costs them time and money

15. The most important reason for having a clean environment is

- a. It looks much nicer
- b. We need it for our health
- c. We need it for wild animals and trees
- d. We wouldn't have to spend so much money on pollution and garbage

PEEC TREE KEY

How to use this key:

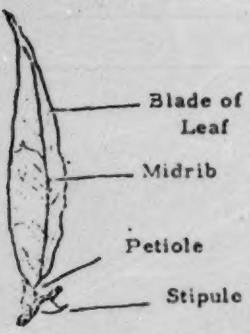
When you use this key to tree leaves, progress within the key from one step to the next. Logically follow the letters then the numbers in sequence as directed within the key. In many cases you will be presented with two possible choices. Within some plant groups there are more than two choices. Therefore, within each group of numbers check ahead to be certain that you have considered all the possibilities the key presents.

In this key the Arabic numbers lead through sequential steps which direct you to the name of the plant whose leaf you are keying. The characteristics listed are based on those of the mature leaf. Please bear this fact in mind when you work with early spring leaves. To distinguish a leaf from a leaflet please note that in most leaves, the bud is found in the angle formed by the petiole (leaf-stalk) and the twig to which it is attached. To distinguish a compound leaf from a simple leaf find the bud. There are no buds at the bases of leaflets on a compound leaf. Terms which you might need to work through the key have been illustrated. An attempt has been made to include as few technical terms as possible.

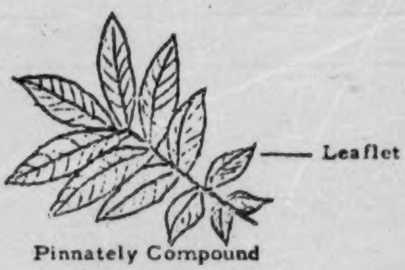
The first word in each line usually directs your attention to a specific part of the leaf. Begin your interaction with the key by working on a leaf from a tree which you are familiar.

Leaf Structure

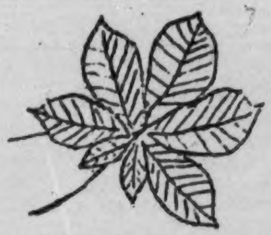
A SIMPLE LEAF



COMPOUND LEAVES

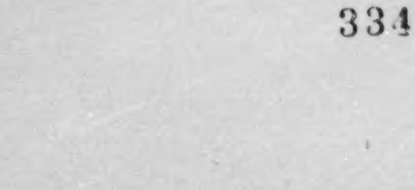


Pinnately Compound

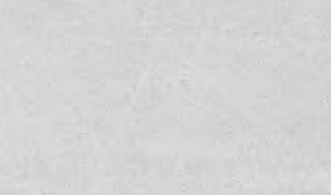


Palmately Compound

LEAF MARGINS



Leaf Arrangement



APPENDIX "O" (CONT'D)

A. Leaves needle or scale-like (in most cases evergreen)	
1. Leaves needle-like	2
2. Needles (leaves) in bundles with sheaths at base	3
3. Needles in 5's	White Pine
3. Needles in 3's	Pitch Pine
3. Needles in 2's	4
4. Needles about 4 inches long	5
5. Needles stiff and sharp pointed	Austrian Pine
5., Needles flexible and long	Red Pine
5. Needles stiff, flat, slightly twisted	Scotch Pine
5. Needles rigid, twisted; may be pointed at tips; cones decidedly turned	Jack Pine
4. Needles 1 1/2 to 3 inches long	Virginia Pine
2. Needles in tufts or rosettes	6
6. Branches flexible, twigs stout and yellow; cones with 40-50 scales	Europeon Larch
6. Branches not so flexible, cones 3/4 to 1 inch long; with 12-15 scales	American Larc
2. Needles single on twigs	7
7. Needles flat, blunt pointed	8
8. Needles with small stalks	Hemlock
8. Needles with out stalks	Balsam Fir
7. Needles four-sided and sharp points	9
9. Cones 4 inches or more in length; difficult to roll needles between fingers; branches gracefully hanging	Norway Spruce
9. Cones usually less than 2 inches; needles diamond shaped in cross-section, can be rolled easily between fingers	10
10. Needles yellow-green; cone scales rounded and usually smooth; about 1/2 inch long	Red Spruce
10. Needles 1/3 to 3/4 inches long, dark bluish green; when crushed leave unpleasant odor	White Spruce
1. Leaves scale-like	11
11. Scales pointed, twigs not flat	Red Cedar
11. Scales blunt, twigs flat	White Cedar
A. Leaves broad and in most cases not evergreen	
12. Leaves opposite or in 3's on stem	13
13. Leaves in 3's	Catalpa
13. Leaves in 2's	14
14. Leaves single	15
15. Margins entire	Dogwood
15. Margins lobed	16
16. Sinuses V-shaped	17
17. 3 or 5 lobes, edges saw-toothed green above, lighter green below	Red Maple
17. 5 lobes, often very deeply cut, Saw-toothed edges, green above and whitish below	Silver Maple

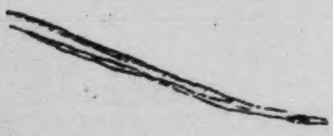
APPENDIX "O" (CONT'D)

17. 5 lobes, teeth coarse, dark green above and whitish, smooth and prominently ribbed below; leaf leathery	Sycamore Maple
17. 3 lobes with small teeth; bark on young twigs green with white stripes	Goosefoot -or- Striped Maple
16. Sinuses U-shaped	18
18. 5 lobes, smooth on both surfaces	Sugar Maple
18. Leaves smooth both surfaces, exude milky juice when injured	Norway Maple
14. Leaves Compound (leaf made up of leaflets)	19
19. Palmately compound	Horseschestnut
19. Pinnately Compound	20
20. Leaves lack stalking, 7-11 leaflets, whitish veins with fine rusty hairs	Black Ash
20. Leaflets lacking stalks	21
21. 5-11 leaflets, pale green tapering at tip; almost smooth edged	White Ash
21. 5-9 leaflets; definetly toothed	Green Ash
21. 5-9 leaflets, toothed but hairy	Red Ash
12. Leaves alternating on stem	22
22. Leaves simple	23
23. Margins entire	24
24. Leaf base broad, heart-shaped	Redbud
24. Leaf base tapering	25
25. Leaves 2 to 4 inches long	Blackgum
25. Leaves 4 to 6 inches long	Cucumber
23. Margins not entire	26
26. Margins cut deeply or lobed	27
27. Veins palmate	28
28. 3-5 lobed leaves, smooth above, hairy on veins below; margins coarsely toothed; base of leaf stalk fits over bud	Sycamore
28. With 5 sharp pointed deeply cut lobes	Sweet Gum
28. Square or notched at top	Tulip Poplar
27. Veins pinnate	29
29. One or two lobes with some lobes entire	Sassafras
29. More lobes	30
30. Lobes irregular	Mulberry
30. Lobes regular	31
31. Lobes sharp pointed	32
32. Leaves deeply cut, almost midrib; basil lobes often straight across the bottom; sinuses almost circular	Scarlet Oak

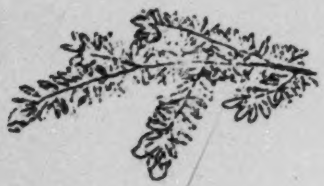
2. ______________________

APPENDIX "O" (CONT'D)

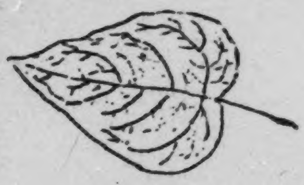
32. 5-7 lobes, often with whitish scaly surface below; sinuses of varying depth; terminal buds hairy, gray	Black Oak
32. 7-11 lobes, widest above middle, smooth on both surfaces; often tufts of hair in vein axils; terminal buds smooth, red	Red Oak
32. Leaves small, 3-5 inches, 5-7 lobes deeply cut, smooth on both surfaces, tufts of hair in vein axils	Pin Oak
32. Shrub-like leaves 2-5 inches long, dark green shiny above, very hairy below	Shrub Oak
31. Lobes rounded	33
33. Leaves U-cut, lobes prominent, older leaves bright olive green, smooth on both sides, 5-10"long	White Oak
33. Leaves 3-5 inches long, dark green, leathery, stalk very short, bears fruit	English Oak
33. Leaves with large, rounded teeth, or slightly lobed, may be slightly hairy beneath, bark plates thick	Chestnut Oak
33. Leaves broader near apex, quite hairy below, bark grayish	Swamp White Oak
26. Margins toothed	34
34. Teeth coarse, one end at each lateral vein.	35
35. Leaves slender, 3 times as long as wide	Chestnut
35. Leaves not more than 2 times as long as wide	Beech
34. Teeth fine, several for each main lateral vein	36
36. Leaves very narrow, 4 or 5 times as long as wide	Willow
36. Leaves broader	37
37. Leaves not over 1-1/2 times as long as broad	38
38. Unequal heart-shaped base, round stem	Basswood
38. Not heart-shaped, sides equal at base, stem tends to be flattened	39



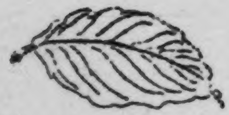
4. ____________________



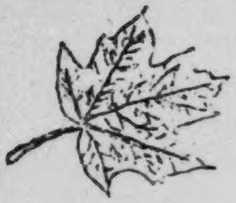
5. ____________________



6. ____________________



7. ____________________



8. ____________________

APPENDIX "O" (CONT'D)

EXPLORING A DESERTED FARM

Sociology, conservation, economics, science -- all may be directly related to a study of a deserted farm. Understanding why the farm was deserted can lead to discussions of shifting population trends and the economical hazards of small farms. Determining whether the land was put to best use and whether it was farmed productively can tie together several areas of study. Relating the history of the farm to the present day may help to demonstrate long-range tendencies.

Questions:

1. What materials were used in the house construction? Were they expensive or difficult to obtain at the time it was built?
2. What direction does the front of the house face?
3. Where did the house get its water supply?
4. What kinds of tools were used in the house construction? What evidence is tha?
5 What was the barn used for? How was it built?
6 Is there anything still growing in the remains of the garden? If so, what?
7. Was there an orchard? What kinds of trees did it contain?
8. Is there any evidence of boundary fences? How were they made - what tools and equipment? Why were they built?
9 What types of trees are found around the house? Are they indigenous to the area, or were they planted?
10. Is there a family burial plot? What is the oldest tombstone?
11. What are the probable reasons for this farm being deserted?
12. Was the farm family wealthy or poor in comparison to other neighbors?
13. Are there any indications of poor land use? Has erosion been prevalent?
14. What was the primary use of the farm - crop growing, grazing for cows, etc.? How self-sufficient was the family?

EXPLORING FENCEROWS

Fencerows are generally thought of only in their utilitarian functions as boundaries or controls for livestock. But they can also be sanctuaries for plant and animal life. Near fields that are mowed, native plants can be found in the shelter of the fences. Small animals, too, may seek the limited protection offered by the fencerow. Physical science information about soils and temperature, for example, can be obtained. The fencerows themselves provide hints about the use of the land and the attitudes of the landowner - energetic or lazy, poor or prosperous.

Questions:

1. Are there any animal homes in the vegetation of the fencerow? Any holes in the ground?
2. Does the fencerow have adequate food to attract wildlife?
3. What evidence of wildlife is there in the fencerow (droppings, half-eaten seeds, tracks)?
4. Is the temperature in the fencerow higher or lower than in the surrounding area
5. How does the climate of the fencerow affect the animals and insects living there?
6. Are there any signs of erosion in the fencerow?
7. Is the soil of the fencerow richer or poorer than that of the open field?
8. What is the moisture content of soil near the fencerow? Compare it with the open field.
9. Does the fencerow collect wind-blown soil? How?
10. Is the level of the soil near the fencerow higher or lower than that of the open field?
11. What is the compactness of the soil near the fencerow?
12. What is the rate of water absorption in the fencerow? Compare it to that of the field.
13. Why was the fence built? Does it interfere with modern techniques of farming?
14. What tools and methods were used in the construction of the fence? What material was used?
15. Why was that particular type of fence chosen?
16. What can be inferred about the owner from the fences? Was the family wealthy? Were they diligent in keeping the fences in good condition?

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APPENDIX "O" (CONT'D)

STREAM SURVEY FORM

1. State: River system: Name of Stream:
Forest or park: Map: Number:
County: Tributary to:
Stream section:
From: To: Length of section:
(Sketches - show trails, roads, tributaries, stations, barriers, springs, etc.)
2. Name of stream: Date:

Region	Upper	Middle	Lower
Altitude :			
Average width and depth :			
Volume:			
Velocity :			
Color and turbidity :			
Alkalinity :			
pH :			
Air Temperature :			
Water Temperature :			
Hour and sky :			
Pools: Size, type, frequency	S T F	S T F	S T F
Caused by			
Shelter			
Bottom type: Pools			
Riffles			
Shade :			
Aquatic vegetation :			

Character of watershed: Canyons, mountainous, hilly, rolling, flat, swampy, wooded, open, cultivated, uncultivated.
Character of subsoil, bedrock :
Condition of stream: low water, normal water, high water
Fluctuation in volume:
Gradient:
Source:
Barriers (type, location, height):
Diversions (type, location):
Springs (location, volume, temperature):
Tributaries (number and size):
Fish (kinds, aver. size, abundance):
Degree fished (heavy, medium, light):
Spawning areas:
Fry, fingerlings seen (kinds, abundance):
Accessibility of stream (by car or ____ miles by trail):
Pollution (source, type):
Rearing pool sites:
Remarks:
Improvements:

Guide to the study of Fresh-Water Biology, Needham and Needham, Holden-Da
195

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Velocity

With stakes mark a 32 meter distance along a straight section of the stream. To find how fast the stream is flowing throw a short stick into the water slightly above the upstream marker. Record the number of seconds it takes the stick to float the 32 meter distance. How many meters did the stick float per second?

distance total # of seconds=meters per second.

Measure the width of the stream at three places within the markers. To find average width: total of measurements 3 = average width.

Using a string mark a line across the stream in three different places within the stakes. Measure the depth at three different places along each string (a total of 9 measurements.) To find the average depth:

total of measurements 9 = average depth

A cubic meter of water is the water in a container one meter wide, one meter high, and one meter long. One can find the cubic meter of water flowing per second by:

average width X average depth X meters per second = cu. meters per sec.

Use the following information to answer the questions below:

One cubic meter of water = 999.86 liters
One cubic meter of water = 998.09 kilograms

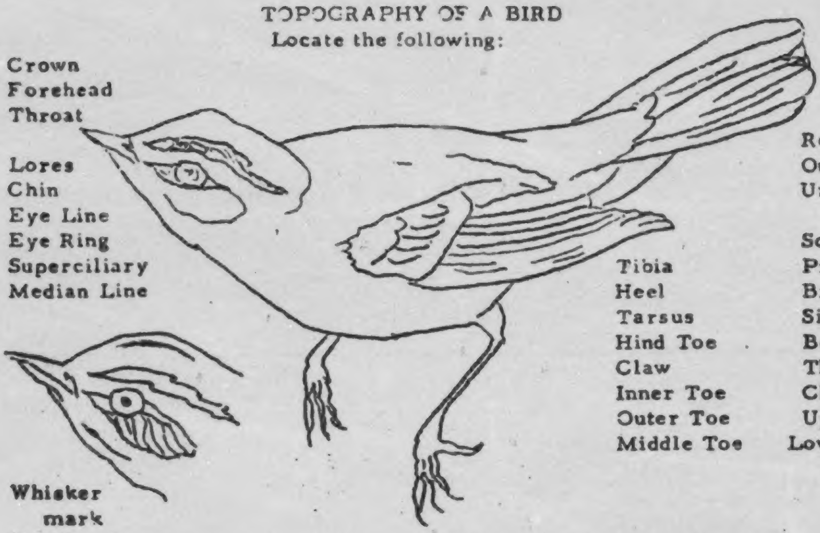
1. How many liters flow in this stream every second?
2. How many liters flow every minute?
3. How many liters flow every day?
4. Each person uses 567 liters of water per day. How many people coule live from this stream?

TOPOGRAPHY OF A BIRD

Locate the following:

Crown
Forehead
Throat

Lores
Chin
Eye Line
Eye Ring
Superciliary
Median Line



Tibia
Heel
Tarsus
Hind Toe
Claw
Inner Toe
Outer Toe
Middle Toe

Crown
Nape
Back
Secondaries
Rump
Retrices-Tail
Outer Tail
Under -tail coverts
Scapulars
Primaries
Breast
Side
Belly
Throat
Chin
Upper mandi
Lower mandibl

Whisker mark
Ear Patch

FIRST BIRD WALK: See how many you are able to recognize already.

An old-timer took me on my first bird walk one spring morning. A House ______ flew up as we started down the path. On the lawn a short-tailed, shiny black ______ waddled about near where a ______ was standing, head cocked listening for worms.

A crested ______ shrieked in the oak tree up which a Downy ______ was hitching its way. In contrast a Brown ______ spiraled up the neighborin tree where our ______ Owl was looking out of its hole. Overhead a ______ cawed and a ______ was flying from the bay or lake to its favo garbage dump. From a thicket came the vigorous scratching of a ______ and from a branch above we saw, and heard the unoiled squeak of the Brown-headed ______. Nearby on the feeder a Black-capped ______, a White-breasted ______, and a Redwinged ______ were busy eating.

Over the garden a black and yellow ______ bounced in characteristic flight calling "potato-chip." An orange and black ______ piped its treetop welcome to spring with loud whistles. From the barn door a fork-tailed ______ whizzed out. On a dead apple tree perched that harbinger of spring, the ______

From the distant creek came the rattle of a ______ flying to its lookout perch over the water. Near at hand from a maple I heard the dry trill of the Chipping ______.

My first half-hour in the field that first walk taught me how easy it was to recognize twenty species of birds.

American Goldfinch
Barn Swallow
Blackbird
Belted Kingfisher
Bluebird
Chickadee
Creeper
Cowbird
Crow
Finch, Sparrow, Wren
Herring Gull
Blue Jay
Nuthatch
Baltimore Oriole
Robin
Screech
Sparrow
Starling
Towhee
Woodpecker

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ECOLOGICAL INTERFACE: BIRD and MAN

It is interesting to contemplate a tangled bank, clothed with many plants of many kinds, with birds singing on the bushes, with various insects flitting about, and with worms crawling through the damp earth, and to reflect that these elaborately constructed forms so different from each other, and dependent upon each other in so complex a manner, have all been produced by laws acting around us. CHARLES DARWIN The Origin of Species.

Man's use of the landscape has frequently been detrimental to bird life. By converting wilderness into farms, parks, and cities he has had a hand in increasing the numbers of House Sparrows, Barn Swallows, Robins, and Starlings. However, deforestation has also reduced habitats for tree-nesters.

Mass avian destruction has been accomplished by tall buildings, high tension elect wires, tall towers, telephone wires, highway fences, and lighthouses. These structures have taken a great toll of nocturnal migrants as has the unexplained magnetism that airport ceilometers has for the nocturnal migrants. Hayfields though attractive to gallinaceous species take about an 85% toll of the nesters via mowing. Woodpeckers and other roadside nesters fall prey to automobile collision Oil pollution from ships takes an annual toll of thousands of sea birds. More than one Silent Spring has been attributed to pesticide abuse.

Through circumspection the duck hunter eliminates more waterfowl than he guns down. LEAD SHOT missing its mark, rains on the marshes. The shot either sinds in the mud or is eventually ingested by a duck who will very likely succumb to lead poisoning. Two pellets are enough to do the job and a 20% annual loss of water fowl results.

Invasion of island habitats by man's domesticated animals, cats, dogs, goats, shee pigs, as well as rats, mice, and rabbits has also taken its toll of bird life. Curre ly the Galapagos Islands are being threatened and though ironic we come full circle to another Darwinian point of reference.

TRY YOUR AVIAN ECOLOGICAL IQ BELOW

1. Airports provide excellent habitat for ___Starlings ___Grosbeaks who foul jet engines by being sucked into them.
2. After complete protection for 40 years, which of these birds show a conspicuo comeback ___Warblers___Shorebirds___Sparrows ___Thrushes.
3. A sharp-shinned Hawk catches a chickadee. ___Good___Bad___Neither.
4. In general, the greatest threat to most wildlife today beside MAN is ___too much hunting ___loss or destruction of habitat.
5. Cutting the primeval forest of the south has doomed ______________________
6. Inbreeding, disease, and brush fires at the Martha's Vineyard refuge was responsible in 1931 for the extermination of ______________________.
7. During the last Presidential Inauguration ceremony the U.S. Government spent $10,000. to keep ___Hawks___Doves, out of the trees along the parade route.
8. Prairie market hunting in spring and fall in Canada and inadequate protection i Patagonia in winter have almost finished the ______________________.
9. Market hunting and destruction of oak and beech forests exterminated ______.
10. Owls aid agriculture because they eat lots of ___nocturnal insects___rodents.

POCONO ENVIRONMENTAL EDUCATION CENTER

Action Socialization Experiences (ASE)

An ASE is a group activity that fosters reliance on group effort and support to complete a task as quickly and/or as efficiently as possible.

A number of "stations" are set up and equipped by members of the PEEC staff. These stations may vary according to the ability of the group. Each group spends 15 minutes at a station and may be graded by the supervisor according to task completion (10 possible points) and group cooperation (10 possible points). At the end of the 15 minute period the group moves along a trail to the next station. Travel time is included as part of the total time. Movement from station to station should be done as quickly as possible.

Examples and instructions for ASE's are included in the following pages. After the groups complete every ASE all will meet to discuss and review the program activity.

Scores will be totaled and posted in the Dining Hall during the next meal.

Equipment: A watch with a sweep hand.

General Instructions

Supervisor:

1. The whistle will signal the beginning of each 15 minute period. When all of the group has arrived and is attentive, the directions are given.

2. Give the directions in the same way to each group. A story may be made up to give more realism. Some suggestions are stated on the individual activity sheets.

3. Do not tell the group any more than they need to know. Do not offer suggestions on how to complete the task--let the group work it out. There is no "correct" way to do a task -- if it works it's O.K.

4. If the group is finished before the 15 minute period has elapsed, a discussion may follow on how the group accomplished the task i.e., decision processes, cooperati encouragement, male/female roles, etc.

5. Keep each group at your station until the whistle. Then point out the path to the next station. Time begins on the whistle so travel from station to station should be quick.

2.

6. There are two parts to grading. Ten possible points for group cooperation and ten for task completion.

   A. Task completion: the actual points (1-10) will be based on time elapsed for successful completion of the task or the total amount collected in the 15 minute period. This will be done by a PEEC staff membe

   B. The second score is subjective and is based on the groups cooperation.. The following are some suggesti for criteria to be used in evaluating "group cooperatic (1-10).

      1) How many students offered suggestions in the planning period?
      2) Did anyone take over in a leadership capacity?
      3) Did all students work at the task?
      4) Did students help each other?
      5) How much encouragement did individuals give to other members of their group?
      6) How much arguing and fighting went on?

7. Most important - Safety! Some possible dangerous situations are noted on the individual station sheets. Some risk is involved in some of the tasks but obviously dangero. situations must not be allowed.

8. If necessary ready the area for the next group.

General Directions -- Participants

1. You are competing against each other as groups. The supervisor at eac station will grade the group according to how well they do the task (with a maximum of ten points), and the group's cooperation (also with a maximum of ten points).

2. When you hear the whistle, move as quickly as possible to the next area. Time for the next task starts when the whistle blows. After 15 minutes the whistle will blow again. Following the supervisor directions, again move as quickly as possible to the next area. This will continue until every group has been to all the areas. If you get done early, wait for the whistle.

3. Directions for the task will be given when the entire group has arrived and is attentive.

4. After all groups have visited every area, all will meet together at a given area.

5. Results will be posted in the Dining Hall during the next meal.

WATER CARRY

Equipment: Stream or other source of water
1 large bucket
1 ruler

Set-up:
Place the bucket approximately 50 feet from the source of water. The bucket will be used to collect the water. The ruler will be used to measure the amount collected.

Object:
To construct or find a vessel(s) capable of carrying water from the source to a bucket. Only natural materials (leaves, hollow logs, etc) may be used to construct this vessel.

Possible Story:
You are in the desert in Arizona. You and your companions have planned well and have plenty of water. One night while you are sleeping, the water leaks out of the container. Upon awakening you find a small pool of water on the ground. In order to survive, you know that you must get the water back into the container before it all evaporates. You cannot cup the water in your hands or use your mouth. Only natural objects that you find may be used.

THE BEAM

Equipment

1 log approximately 12" x 10'
2 sturdy trees 6' to 10' apart
Rope to lash the log to the trees

Set-up

Lash the log to the trees so that the bottom of the log is 6 feet off the ground.

Object:

Get the entire group over the log without using either of the supporting trees. No artificial aids may be used. No one may reach under the log to help those on the other side. The only way someone can get back to the original starting point to help is to go back over the log. Groups must start over if the rules are broken.

Possible Story

You are skipping rocks along the banks of a small stream. It starts raining very hard, but the weather is warm so you stay and enjoy the rain. Suddenly, you realize that the stream has become swollen from the heavy rainfall. Your path is now covered by torrents of water. Your only chance is to get over the stream's retaining wall before the water gets to you!! You only have 13 minutes! Remember, it is a wall and you have nothing to help you.

Safety

The supervisor should "spot" for the first person over. The group then spots for itself. Make sure the group spots.

STRETCHER CASE

Equipment: 2 poles approximately 6-7 feet long and 1 1/2 to 2-1/2 inches in diameter.

Set-up:
Make sure both poles are in a convenient starting area.

Object:
Make a stretcher out of the poles using available materials (natural and man-made) and transport a victim for a certain distance. The victim is assumed to be unconscious on the ground and thus cannot help or hold on in any way. If the victim helps or falls off the stretcher the group must start over.

Possible Story:
You are hiking along a steep trail. One member of your group falls and strikes their head knocking them unconscious. There is also a possibility of spinal injury. Using the two poles that you have found you must transport the unconscious victim over a given distance as smoothly as possible.

Safety:
Make sure the victim is not handled too roughly or dropped.

ELECTRIC FENCE

Equipment:
1 piece of rope approximately 15 feet long
2 trees 8-10 feet apart
1 log 3-6 inches wide and 5-8 feet long

Set-up:
Tie the rope between two trees at a height comparable to the ability of the group (Jr High- 4 feet; Sr. High - 5 feet; maximum 5 feet), to simulate an electric fence. Clear the area of rocks, sticks, etc.

Objective:
Get the entire group over the rope using only the log, without touching the rope or the support trees in any way. If anyone or anything (including the log) touches either the rope or the trees, the entire group must start over.

Possible Story:
You are out in a field having a picnic. All of a sudden a bull appears over a slight ridge between you and the gate. You know that if the bull sees you, you're in big trouble. You all move slowly toward the electric fence that surrounds the field. Every one gets there without the bull noticing but you now have the task of getting over the fence without touching it. The only object lying around that may be of help is a metal pole approximately 8 feet long. The posts holding the fence are also electrified.

Safety:
The supervisor should "spot" for the first person over. The group then "spots" for itself. Make sure the group spots!

THREE FEET UP

Equipment:
2 logs approximately 6 inches by 7 feet
1 log approximately 8 inches by 15 feet
1 20 foot length of 1/2 inch rope

Set-up:
Place all the equipment on the ground in a pile

Object:
Build a structure that will allow all members of the group to simultaneously get three feet off the ground and remain there for 60 seconds.

Possible Story:
You are walking along a narrow trail in an area that is known for its limestone caverns. You are roped together for safety in case someone accidently steps off the trail. Suddenly, you hear a scream, the sound of falling rocks and find yourself being dragged over the edge. After a 15 foot tumble down a rocky slope, you find yourself and your companions dazed and scratched but unhurt. You notice that the cavern you have fallen into is inhabited by rattlesnakes, who do not seem very friendly. You know that these snakes can strike up to three feet off the ground. You find three logs in the cavern and have your climbing rope. Using these items only, you must get everyone out of range as soon as possible.

Safety:
No one should be permitted to go under the structure at any time. Stand close to the shorter logs. If they start to slip hold them until those on the structure get down.

APPENDIX "P" (CONT'D)

____
Station Name

Group #	Time or Amount	Group cooperation (1-10)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Any Comments:

APPENDIX "Q"

1. Cynthia

Matching & Augmentation
   A. AV, QT, I: art work with Mr. Evans group
   B. TAL, TVL, QCEM & A: student-tutor-student inreading, augment QCET
   C. TVL: write note to Leo on her tutoring activities
   D. Possible QO, QS: would like to cook. Suggest recipes she could read and work on at home with mother, augment F to T.
   E. Barnel-Hoft food books - Lab QO, QS.

2. Floyd
   A. QV, QCES: art work: possible art for scenic
   B. F & TVL: augment 1 works alone on contract with teacher direction
   C. F & TVL: small group discussion with teacher leader and writing assignment
   D. Programmed instruction

3. Cheryl
   A. Augment tvl mathing independent study using contact. Stress reading TVL augment cocking recipes at home, math lessons in fractions.

4. Rodney
   A. Talk or read into tapes and listen to self using TAL to augment tvl
   V. TAL & F & D to augment i small teacher lead discussion group

5. Darlene
   A. QCKH & QCK can't sit still very long, short term self correct assignment
   B. TAL, TAQ, QA augment i listening to tapes minor qcet
   C. Augment m, d, k, possibility reading, sci, or small group
   D. Cooking, group QO, QS

6. Paul
   A. TAQ, A, QCEM, QCET & augment k student tutor student in math
   B. Augment TVL And strengthen i individual reading activity by teacher direction or use of contract

7. Carmen
   A. Augment TVL, matching QCEM and a: tutored by student
   B. QO, QS, cookbook, possibly in a situation
   *question map

APPENDIX "O" (CONT'D)

8. Victor
   A. Augment i using TAQ, k & f, math teacher to have him do i work
   B. Strengthen m using k & F & TVL in science class

9. Leonia
   A. Match A, TVL small group work S T S as student
   B. Using QV, QCK qcem to strengthen .F teacher begin establishing more non-verbal impact
   C. Art class

10. Megdalia
   A. Match A and inference patterns to augment TVL, TAL: small group work individual reading and discussion of materials
   B. Contract - maybe helping augment i & TVL

11. Craig
   A. Strengthen tvl, tvq, tal, taq, suggest teacher or Helena discuss above with Craig as coping skills necessary for H.S.
   other strengths good.

12. Yodira
   A. Teacher supervised individual reading strengthen i & augment qcet
   B. Matching QV, QCES: art work: drawing strenghten i
   C. Check on contract work, maybe strengthen I
   D. S T S as student: matching TVL

13. Aranda
   A. Strengthen tvl using F teacher or para lead group. Teacher use strong inference pattern, QCEM, QV, QCK - to get student to be helpful to others
   B. S T S as tutor, strengthen TVL

14. Diana
   A. Match QCET, I to strengthen TVL on contract reading
   B. Augment tal with tapes on voc using qcet & I - make sure she makes a commitment to come back and explain to teacher if she doesn't like

APPENDIX "Q" (CONT'D)

15. Doreen
    A. TVL reading activity to strengthen
    B. STS - as tutor for Leona Walker using instructions form teacher F, QCEM, TVL, may help strengthen.

16. Mercedes
    A. Augment tal: listening to tapes close teacher supervision since i and qcet are minor
    B. Match TVL: writing: strengthen m and i voc work

17. Yolanda
    A. S T S as tutor in reading using TVL and TAL to strengthen
    B. QV, QT, QCES art work
    C. QO, QS, cooking

18. Joel
    A. Strengthen tal: listing to voc tapes
    B. Small group interaction, augment A using qcem

APPENDIX "Q" (CONT'D)

Cognitive Style Mapping Groups - A/JHS

1. Student-tutor-Student

Reading: matching or augment TVL, A, QCEM, QCET

Cynthia	(tutor)	
Admenda	(")	with Carmen
Doreen	(")	with Leonia
Yolanda	(")	with Yodira

Math: match or augment TAQ, A, QCEM, K

Paul

2. Cooking Group

Reading recipes, discussing cooking, using fractions possible cooking activities at home
Instructor: Ms. Santiago
Matching: QO, QS
Augment: TVL
    Cynthia
    Cheryl
    Carmen
    Yolanda

3. Art Group

Matching: QV, QT, QCES
Instructor: Mr. Evans or special work with specific teacher
Floyd (with Mr. Lonich)
Cynthia
Darleen
Leonia
Yodira
Yolanda

4. Independent Study

Either on contract or under teacher direction
Floyd match TVL & F, augment I
Cheryl match i, augment tvl
Paul augment TVL, strengthen I
Victor watching TAQ, TVQ, K; augment I, programmed instruction with Me Lovich
Magdalia augment i and cvl
Yodira augment qcet: strengthen i
Diana match QCET & I, strengthen TVL

5. Listen to tapes

Either in lab or class
Match or augment TAL, I
Rodney
Darleen
Diana
Mercedes
Joel with Mr. Lovich

6. Small Group Discussion

Either teacher or student lead
Match or augment TAL, A, F, D.
Rodney teacher group (Mr. Lovich)
Migdalia student group
Adminda teacher group
Joel student group

7. Science Group - Classificiation Systems
Augment M
Instructor: Mr. Lovich
Darleen
Victor
Mercedes

8. Writing Activities
Matching or augment TVL
Mercedes augment M with Mr. Quinn
Cynthia letter to Dr. Dworkin
Floyd with Mr. Johnson

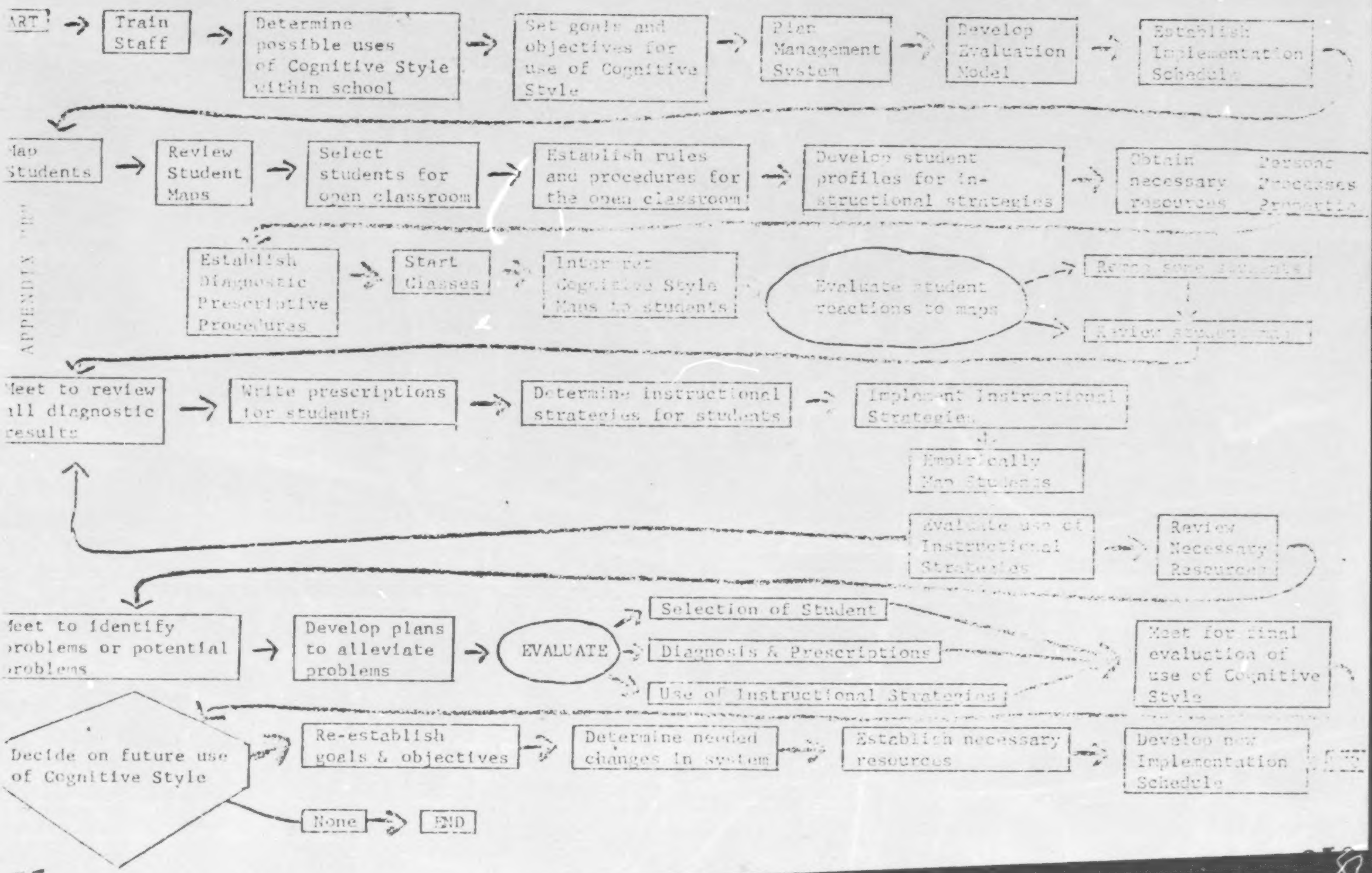
9. Other Specific Acitivities

Cynthia match QS, QO Barnel Hoft books in food - lab
Darlene - lab, Joel Montairo - with Mr. Quinn math QCKH: short assignemtns, constant change
Leonia - mathc QV, QCL, qcem to strengthen f with Mr. Quinn, teacher begin to establish good non-verbal communications.
Craig - strengthen tvl, tuq, tal, taq, discussion of importance of T elements in academic areas with Henene
Doreen - mathc TVL to strengthen M, individual reading with Mrs. Holinari

Question on Maps - need teacher observations
Victor
Carmen
Paul

APPENDIX

Cognitive Style Mapping Management System
CS34X - District 12, Bronx


ART
Train Staff
Determine possible uses of Cognitive Style within school
Set goals and objectives for use of Cognitive Style
Plan Management System
Develop Evaluation Model
Establish Implementation Schedule
Map Students
Review Student Maps
Select students for open classroom
Establish rules and procedures for the open classroom
Develop student profiles for instructional strategies
Obtain necessary resources
Person
Processes
Propertie
Establish Diagnostic Prescriptive Procedures
Start Classes
Interpret Cognitive Style Maps to students
Evaluate student reactions to maps
Remap some students
Review student maps
Meet to review all diagnostic results
Write prescriptions for students
Determine instructional strategies for students
Implement Instructional Strategies
Empirically Map Students
Evaluate use of Instructional Strategies
Review Necessary Resources
Meet to identify problems or potential problems
Develop plans to alleviate problems
EVALUATE
Selection of Student
Diagnosis & Prescriptions
Use of Instructional Strategies
Meet for final evaluation of use of Cognitive Style
Decide on future use of Cognitive Style
Re-establish goals & objectives
Determine needed changes in system
Establish necessary resources
Develop new Implementation Schedule
None
END

Cultural Determinants

I

Individual Reading
Listening Stations
Independent Study
Contract Reasoning
Art Work
Lectures
Take Home Projects
Library
EDL or SRA

A

Plays
Field Trips
Peer Tutoring
Student Seminars
Shops
Community Resources
Science Experiments
Listening Stations - small group

F (E)

Work With Para Professionals
Lectures
Seminars

Modalities of Inference

M

Individual Reading
Independent Study
Programmed Materials
Lectures
Controlled Readers
Peer Tutoring
Contracts

R

Seminars
Student Discussions
Small Group Projects
Peer Tutoring
Take Home Projects
Community Resources

D

Student Discussions
Home Economics
Shop

Ⓚ

Individual Reading Math
Independent Study Math
Programmed Materials-Math
Contracts-Math
Lectures-Math
Science Experiments

APPENDIX "S" Cont'd

QCH

Plays-dramatics
Video/Closed Circuit
Peer Tutoring
Puppetry
Group counseling

QCP

Seminars
Peer Tutoring
Field trips
Group counseling
Teacher-pupil counseling

QCS

Peer Tutoring
Independent Reading
Independent Study
Take home projects
Contract Learning
Experiments
Shop

APPENDIX S[1]

CS34X - District 12
Cognitive Style Mapping

INSTRUCTIONAL STRATEGIES
To Match or Augment Cognitive Style Elements

Theoretical Symbols

TVL
- Filmstrips
- TV
- Independent Reading
- Video
- Plays - reading
- Library
- Drama
- Flash Cards
- Picture books
- Magazines

TAL
- Lectures
- Peer Tutoring
- Brainstorming
- Listening Station
- Filmstrips
- Guest speakers
- Following directions

TVQ
- Science Experiment
- Home Economics
- Programmed Math
- Library
- Filmstrips-math
- Peer Tutoring-math
- Flash Cards
- Quesenaire Rods
- Transparencies-math

TAQ
- Taped cassettes
- Records
- Sports
- Aud-x
- Lectures
- Seminar
- Listening Station

Qualitative Symbols

QV
- Video
- Filmstrips
- Art
- Shops

Qt
- Art
- Shops
- Science Experiment
- Quesenaire Rods

QA
- Listening Station (sounds)
- Music
- Field trips (airport, environmental)

QO
- Home Economics (cooking)
- Field trips
- Art Materials
- Science/Other experiments
- Shop

QS
- Home Economics
- Field trips
- Science experiments

Qualitative Code Symbols

QCES
- Music/Dance
- Art
- Film
- Plays
- Shop

QCKH
- Shops
- Dance
- Gym and sports
- Field trips

QCT
- Drama
- Community Resources
- Reporting
- Role Playing
- Socio-psycho drama
- Show and tell

QCEM
- Peer tutoring
- Plays
- Music/dance
- Community resources

QCK
- Pantomime
- Plays
- Dance
- Sports
- Group Counseling
- Social Interaction

QCET
- Contract learning
- Independent study
- Independent reading
- Art
- Community resources
- Take home projects
- Peer tutoring
- Programmed instruction

APPENDIX "T"

The following program is designed to provide an introduction to the language of cognition style. To insure maximum effectiveness from a workshop of this type, you must know the proper uses for the elements on the cognitive style map.

Your resource consultants ask that you work through these program frames before the pending session of the workshop this evening. Please write all answers on the program. A cardboard strip has been provided in each program. As you progress from frame to frame, the correct answer can be found in the right margin of the following frame. Simply slide the cardboard strip down to expose each correct response.

Cognitive Style
Mode of Presentation of Learning LAB Materials
-Examples-

Qualitative Sensory Elements

Q A-auditory - the ability to perceive meanings through the sense of hearing	Major: written materials about listening, hearing music or sounds, not words

Examples:

(1) **Tactics In Reading, Kit I, Level 7-8, Card 323, Exercise 6, "Coming of the Earthquake"** (Scott, Foresman & Co.)
(2) **Look and Learn, Series LLL, "Listen & Say" Level Readiness (Educational Developmental Laboratories)**
(3) **Bakers Dozen**, The Cornerstone Readers, Level 2-3, "Voices of the Birds", p. 83 (Field Educational Publications)

Q O-olfactory - the ability to perceive meaning through the sense of smell	Major: emphasise of material on using the sense of smell

Examples:

(1) (Qo-minor) **New Practice Readers** Book A. Level: 2, "Smell and Tell", p. 86. (Webster Division, McGraw-Hill)
(2)

(3)

Q S-savory - the ability of perceive meaning through the sense of taste	Major: materials emphasize foods - eating or cooking key word: taste

Examples:

(1) **Reaching**, Encounters-Realities Reading and Language Series, Level: 6, Unite II: Good Times, "San Gennard" p. 7. (Cambridge Book Co.)
(2) **New Practice Readers**, Book A, Level: 2, "What Makes It Pop?" p. 46 (Webster Division, McGraw-Hill)
(3) **Selections from the Black**, Collage Reading Series, The Olive Book, Level 5-6 "A Good Heart and a Light Hand," p. 10[illegible] (Jamestown Publishers)

Also see **Words to Eat** published by Barnell Loft.

Q T-tactile - the ability to perceive meaning through the sense of touch

Major: emphasis on how things or people feel when touched

Examples:

(1) Tactics In Reading, Kit I, Level 7-8, Card #23, Exercise 5, "Chamber of Horrors" (Scott, Foresman & Co.)
(2) Tactics In Reading, Kit I, Level 7-8, Card #23, Exercise 6, "Coming of the Earthquake" (Scott, Foresman & Co.)
(3) Controlled Reading Study Guide, Learning 100 Series Set EA, Level: 5, "Pain-Friend or Foe" p. 40, (Educational Developmental Laboratories - McGraw-Hill)

Q V-visual - the ability to perceive meaning through sense of sight

Major: materials which contain pictures or drawing
Minor: highly descriptive writing (with no pictures)

Examples:

(1) Tactics In Reading/A, Level: 7, "Inference on Evidence" p. 110 (Scott, Foresman & Co.)
(2) Tactics In Reading/A Level: 7, "Recognizing Time Order" p. 116 (Scott, Foresman & Co)
(3) Encounters-Realities in Reading and Language Series (all titles) Exploring, level 3; Discovering, level 3; Experiencing, level 4; Venturing, level 4; Searching, level 5; Inquiring, level 5; Reaching, level 6; Achieving, level 6; (Cambridge Book Co.)

litative Code Elements

Q CEM-code empathetic - the ability to identify with, or have a vicarious experience of, another person's feelings, ideas or volitions

Major: emphasis on how people feel about each other, identifying with others feelings (Emphasis may come from introduction or questions:.

Examples:

(1) Tactics In Reading, Kit I. Level 7-8 Card #50 "Drivers Test", (Scott, Foresman Co.)
(2) Controlled Reading Study Guide, Learning 100 Series, Set EA, Level:5 "Jackie Robinson" p. 16 (Educational Developmental Laboratories - McGraw-Hill)
(3)

Q CES-code esthetic - the ability of the individual under consideration of view with enjoyment the "beauty" and "pureness" of a resulting product, situation or idea

Keyword: appreciation, sense of beauty cultural appreciation

Examples:

(1) New Practice Readers, Book E. Level 6, "Flame-Colored Bird" p. 174 (Webster Division, McGraw-Hill)

(2) Voices from the Bottom, College Reading Skills, The Olive Book, Level 5-6, "House Made of Dawn", p. 130 (Jamestown Publishers)
(3)

Q CEf-code ethic - a commitment to a set of values, a group of moral principles, obligations, and/or duties

Major: materials emphasizing behavior which ask the reader to make a decision as to whether the behavior was "right or wrong" check introduction and questions

Examples:

(1) Controlled Reading Study Guide, Learning 100 Series, Set AA, level: 5, "Jackie Robinson" p. 16 (Educational Developmental Laboratories - McGraw-Hill)
(2) Controlled Reading Study Guide, Learning 100 Series, Set EE, level: 5, "Cold Cash" p. 20 (Educational Developmental Laboratories - McGraw-Hill)
(3) Alphabet Soup: The Cornerstone Readers, Level 2-3, "Fire! Fire! p.6 (field Educational Publications.)

Q CH-code histrionic - staged behavior or a deliberate exhibition of emotion or temperament

Major: materials on acting or pretending (not to be confused with transactional behavior)

Examples:

(1) (qch minor) New Practice Readers, Book D, Level: 3, "The First Joey", p. 100. (Webster Division, McGraw-Hill)
(2) (qch minor) Discovering, Encounters - Realities in Reading and Language Series, Unit I - Look At Me, "Halloween" p. 23. (Cambridge Book Co.)
(3)

Q CK-code kinesics - the ability to communicate by means of non-linguistic functions such as blushing and motions of the body, such as shrugs, smiles and gestures

Major: emphasis on Communicating through body language/sign language

Examples:

(1) Tactics In Reading/A Level: 7 "Inferences from Actions " p. 9), (Scott, Foresman & Co.)
(2) Alphabet Soup, the Cornerstone Readers, Level 2-3, "Talking With Your Hands" p. 61. (Field Educational Publications)
(3)

Q CKH-code kinesthetics - motor skill abilities

Major: sports, athletics (also possible vocational materials emphasizing motor skills & hand coordination skills)

Examples:

(1) Controlled Reading Study Guide, Learning 100 Series, Set EA, Level: 5 "Jackie Robinson" p. 16, (Educational Developmental Laboratories - McGraw-Hill)
(2) Controlled Reading Study Guide, Learning 100 Series, Set EA, Level: 5 "A Modern Pioneer" p. 84, (Educational Developmental Laboratories - McGraw-Hill)
(3) Experiencing, Encounters-Realities in Reading and Language Series, Level 4, Unit I-Let's See, "Frogs", p. 10. (Cambridge Book Co.)

Q CP-code proxemics - the ability of an individual to judge the acceptable "critical" physical and social distance between himself and others as percived by the other person

Major: on socially correct behaviors - ie. learning how to behave appropriately with someone from another country.

Examples:

(1) Tactics In Reading, Kit I, Level 7-8, Card 38, Exercise 9, "Caged" (Scott, Foresman & Co.)
(2) Selections From the Black, College Reading Skills, the Olive Book, Level 5-6, "Nobody Knows My Name", p. 54. (Jamestown Publishers)
(3) Voices From the Bottom, College Reading Skills, The Olive Book, Level 5-6, "Down These Mean Streets", p. 16 (Jamestown Publishers)

Q CS-code synnoetics - personal knowledge of oneself in all qualitative and theoretical symbolic forms in relation to one's environment

Major: emphasis on encouraging the reader to think about self - to understand own behavior (check introduction & questions)

Examples:

(1) Tactics In Reading, Kit 1, Level 7-8, Card 55o "Drivers Test", (Scott, Foresman & Co.)
(2) Controlled Reading Study Guide, Learning 100 Series, Set EA, Level: 5 "Pain-Friend or Foe?" p. 40 (Educational Developmental Laboratories) (McGraw-Hill)
(3) Controlled Reading Study Guide, Learning 100 Series, Set EA, Level: 5 "Bill of Rights" p.72 (Educational Developmental Laboratories) (McGraw-Hill)

Q CT-code transactional - the abilicy to maintain a positive communicative interaction which significantly influences the goals

Major: one person positively influency another person.

of the persons involved in that interaction.

Examples:

(1) Controlled Reading Study Guide, Learning 100 Series, Set RA, Level: 5 "Jesmera Victory" p. 29, (Educational Developmental Laboratories - McGraw-Hill)
(2) Go, Level RA, Level 2, "A New Job For ...T" p. 89 (Educational Developmental Laboratories - McGraw-Hill)
(3) Selections from the Black, College Reading Series, the Olive Book, Level 5-6, "Narrative of the Life of Frederick Douglass," p. 110 (Jamestown Publishers)

CULTURAL DETERMINANTS

F Family — Major: Major emphasis or theme of material is on family interaction

Examples:

(1) Reaching, Encounter - Reality in Reading and Language Series, Level: 6, Unit I, "Two Homes. (Cambridge Book Co.)
(2) Be A Better Reader, A, Level: 4 "The City Man Who Looked for a Farm" p. 64, (Prentice-Hall, Inc.)
(3) Go, Level RA, Level 2, "From the Home Paper". p. 57 (Educational Developmental Laboratories - McGraw-Hill)

I Individual — Major: emphasis or focus of material on an individual doing something alone

Examples:

(1) Controlled Reading Study Guide, Learning 100 Series, Set RA, "A Modern Pioneer" p. 84 (Educational Developmental Laboratories - McGraw-Hill)
(2) Be A Better Reader, A, Level: 4 "Alone on Misery Island" p. 2, (Prentice-Hall, Inc.
(3) Selections from the Black, College Reading Skills, The Olive Book, Level 5-6, "Coming of Age in Mississippi" p. 58. (Jamestown Publishers)

A Associates — Major: focus of material on interaction of or being with friends

Examples:

(1) Be A Better Reader, A, Level: 4 "Helen Goes to a Dude Ranch" p. 22 (Prentice-Hall, Inc.)
(2) Alphabet Soup, the Cornerstone Readers, Level 2-3, Section 9, "How Do I Make a Friend?" p. 91. (Field Educational Publications)
(3) Voices From the Bottom, College Reading Skills, The Olive Book, Level 5-6, "Pocho", P. 125, (Jamestown Publishers)

MODALITIES of INFERENCE

M Magnitude inference process is a form of "categorical thinking" and utilizes norms categorically classified, and attitudes accepted as true by the individual as the basis for acceptance or rejection of advanced hypothesis	Organization of material is divided into categories, items classified, in outline form, or stressing organizational skills.

Examples:

(1) Be a Better Reader, A. Level: 4 "What Do New England Fisherman Catch?" p. 10, (Prentice-Hall, Inc.)
(2) Be A Better Reader, A. Level: 4 "About Birds". p. 34, (Prentice-Hall, Inc)

D Difference deals with hypotheses of difference such as one-to-one contrasts or comparisons of selected characteristics or measurements	Emphasis on constasts, explaining or describing by stressing differences

Examples:

(1) Controlled Reading Study Guide, Learning 100 Series , Set EA, Level:5 "Pain-Friend or Foe". p. 40 (Educational Developmental Laboratories (McGraw-Hill)
(2) Alphabet Soup, The Cornerstone Readers, level 2-3, "Alike But Different" p.28. (Field Educational Publications)

R Relationship process considers a relationship between two or more characteristics or measurements	Emphasis on how an idea or subject relates to a variety of other ideas or subjects. Brings in lots of information

Examples:

(1) Tactics In Reading/A, Level: 7 "Wide O" p. 107, (Scott, Foresman & Co.)

(2) Tactics In Reading/A, Level: 7 "Recognizing Time Order". p. 116 (Scott, Foresman & Co.)
(3) Tactics In Reading/A, Level 7th grade, "Relations hips". p. 113 (Scott, Foresman & Co.)
(4) Controlled Reading Study Guide, Learning 100 Series, Set EA, Level: 5 "Jenners Victory", p. 29 (Educational Developmental Laboratories, - McGraw-Hill)

J. Appraisal type of inference considers, with equal weight, hypotheses of all the previous three (magnitude, difference and relationship) in arriving at a probable conclusion	Using M,D, & R in presentation of materials

Examples

(1)Tactics In Reading/A Level: 7th grade, "Inference on Evidence". p. 110, (Scott, Foresman & Co.)
(2)Controlled Reading Guide, Learning 100 Series, Set EA, Level: 5 "A Kangaroo Story" p.48 (Educational Developmental Laboratories) (McGraw-Hill)
(3)

Ⓚ Deductive logic	Math, Science or possibly philosophy materials, use of formulas

Examples:

(1)New Practice Readers, Book C. Level: 4, "Trouble Makers in Arithmetic", p.96, "Fractions Are Really Lost", p. 116 and "Arithmetic Paid Off", p. 136. (Webster Division, McGraw-Hill)

APPENDIX T^{2}

INTRAVISITATION DURING UNASSIGNED PERIOD

(Classroom Teachers Agreement 1963-65)

Nature of the Grievance:

A junior high school teacher is aggrieved in that he believes that participation in an intravisitation program on one occasion during his unassigned period violates Article IV A 2b, which relates to the establishment of unassigned periods.

Relevant Considerations-Findings:

The principal has authority to direct the use of unassigned periods to activities related to preparation for instruction so long as such assignments do not constitute an unreasonable intrusion upon time available to the teacher to use as his professional needs dictate. As visitation designed to improve teaching ability is allied to preparation for instruction, authority is seen here for the action of the principal in the present case. And since the grievant was directed to "visit" another class during one unassigned period only, there is no question as to the reasonableness of the principal's action. Grievance DENIED.

ST 24 1964-5

Reference: DE-15-64-74

Parents Questionnaire

This form is to be answered by the guardian of the below named child. The information requested will help us to identify how you feel about our school and the type of school you would like for your child.

Child's Name: ____________________ Grade: ________

Your Relation to Child: ____________________

Please answer the questions below about your child and our school.

1. How long has you child been in District 12 schools?

1 yr____, 2 yrs______, 3 yrs_______, 4 yrs______, 5 yrs______

2. How many P.A. meetings have you attended this year?

1______ 2______ 3_______ 4______ 5______ 6______

3. How often have you visited school this year?

1-3 times_______ 4-7 times________ 9-12 times______ 13 or more______

4. Why have you visited school this year?

1.Requested most_________ 2. Volunarily most_________

3. Requested & Voluntary______

Mark an "X" in the appropriate box below:

	Agree	Dis-agree	No opinion
5. The principal and staff are friendly and helpful?			
6. The school is run well.			
7. I inspect student work on display in our school.			
8. The children in our school behave normally for their age group.			

	Agree	Dis-agree	No opinion
9. The atmosphere in our classes is good.			
10. In my opinion the supervisory staff in our school affords support and direction to our teachers.			

For these next items mark an "X" in one of the boxes next to each to show if your child has improved during this school year. Also indicate your satisfaction or dissatisfaction with the progress realized.

	Satisfied	Yes	No	Dissatisfied
11-Reading				
12-Mathematics				
13-Vocabulary				
14-Speaking				
15-Getting along with school staff				
16-Relating to classmates				
17-Adjusting at home				
18-Respecting the rights of others				
19-Showing an interest in school				
20-Discussing school at home				
21-Showing an interest in reading				
22-Wanting to come to school				
23-Planning what he/she would like to be				

24-How do you compare I.S. 158 with other schools your child has attended.

1-Better________ 3-Worse______

2-About the same_______ 4-Don't Know_______

APPENDIX "T^{2}" (CONT'D)

Does this school offer enough of the following services?

	Yes	No	Don't Know
25. Guidance			
26. Remedial Help			
27. Extra Curricular Activities			
28. Are you encouraged to take part in school activities?			
29. Has any member of the school staff visited your home this year?			
30. Do you plan to become more involved in school activities next year?			

Student Questionnaire

Your Name____________________ Class_____________ Age____________

We are trying to make our school the type of school which meets the needs of it's students. To do this, we need to know your wishes. To help us, please answer all of the questions below.

1. How long have you been in New York City schools?

1 yr____ 2 yrs______ 3 yrs______ 4 yrs______ 5 yrs or more______

2. How do you feel about school this year?

a. like it more________ b. like it a little_________

c. feel the same_______ d. no opinion_______ e. like it less_____

3. Do you receive extra help in school?

a. usually______ b. sometimes____ c. seldom_____ d. never______

Mark "X" for your answers in the boxes below.

Are you receiving enough help in:	Yes	No	Don't know
5-Reading			
6-Speaking			
7-Writing			
8-Mathematics			
9-Social Studies			
10--Science			

	Yes	No	Don't Know
11-Do you receive homework daily?			
12-Will your school work help you later?			
13-Do you know what you want to do when you grow up?			
14-Will your parents wishes influence what you will do after graduation?			
15-Will you be prepared to do the job of your choice when you grow up?			
16-Do you feel our school is better than other I.S. schools?			
17-Do your parents think our school is better than other I.S. schools?			
18-Do your friends in other schools think I.S. 158 is a good school?			
19-Do your teacher's explain to your satisfaction, about class work you don't understand?			
20-Do you like school now better than you used to?			

What kind of person are you? Put an "X" in the box which describes you.

	Often	Seldom	Not at all
21-I respect the rights of others.			
22-I protect the property of others.			
23-I am an independent person.			
24-I do my class and school work.			
25-I study my lessons			
26-I try to help other people			

	Often	Seldom	Not at all
27-I like to help other people			
28-I like to participate in school activities.			
29-I participate in group activities outside of school.			
30-I do my assigned work in and outside of school freely.			
31-I answer questions in class.			
32-I ask for help when I need it in class.			

How do you feel about the things listed below?	Satisfied	Dis-satisfied	Don't care
33-The way you are taught in school			
34-The grades you receive in school			
35-How you get along with your classmates			
36-How your teachers treat you			
37-The way people think you are			
38-How well you read			
39-How other students treat you			
40-Our school community			
41-The progress you are making in school			
42-Could you have learned as much as you wanted this year?			
43-How much you learned this year.			

Auxiliary Staff Questionnaire

Program__________________ Security__________________

Lunchroom_______ Aide_________ Para__________________

Your answer to the questions on this questionnaire will help us to determine how well you think we are doing in our school and the areas in which we should consider change.

Please use an ?X? to indicate your answer to each question below.

1. How far did you go in school?

Elementary______ College Courses_______

High School_____ College Graduate______

High School Graduate________

2. How long have you been working in District 12?

1 year______ 2 years______ 3 years______ 4 years_____

5 years_______ 6 years or more______

What do you consider to be some of the good features of our school?

3-Building_____

4-Supervisory Staff_____

5-Teaching Staff________

6-Curriculum________

7-Parental involvement_______

8-Staff relations_______

9-Assistance to staff_______

10. Supervisory responsibility_______

For those activities listed below, in which you engage, use a "*" to indicate satisfaction with the task and an ?x" to indicate dissatisfaction with the task.

11-Hall patrol_______

12- A.V.I. _______

13-Lunch duty_______

14-Attendance_____

15-Clerical_______

16-Storeroom______

17-Accompany classes on trips_______

18-Student guidance______

19-Individual and group assistance to students_______

20-Project activities_______

21-Language interpreter_______

22-Bilingual assistance to students_______

23-Home visits_______

24-Identify special social and academic needs of students_______

25-Parent interviews _______

26-Parent organizer_______

27-Accompany students on medical visits________

28-Accompany parents on agency visits________

29-Union leadership________

30-Collection and distribution of supplies________

31-Evaluation of students' prgoress________

Rate our student's as a group on the items noted below by placing an "x" in the appropriate box to the right of each item.

	E	G	S	N.I.	U
32-Peer relationships					
33-Student/teacher relationships					
34-Student attitudes toward school work					
35-Student involvement in learning					
36-Student response to adult directions					
37-Provisions for active student-learning					
38-Student involvement in generating school-wide activities					
39-Student council activities					
40-Student attitudes toward self					
41-School discipline					
42-Student respect for public property					
43-Student initiative					
44-Student self-pride					
45-Student school spirit					

Note: E=Excellent S=Satisfactory
G=Good U=Unsatisfactory N.I.=Needs Improvement

Teacher's Questionnaire

Your answers to the questions in this questionnaire will help me to determine how well you think we are doing in our school and the areas in which we should consider change. Please answer all the questions.

1. What is your highest degree?

B.S.______ Ma_______ Doctorate_________ Other, Specity________

2. How many years have you been teaching?

1__2__3__4__5__6__7__8__9__10+___

3. How many years have you been teaching in District 12?

1__2__3__4__5__6__7__8__9__10+__

4. Have you taken any(in-service)courses this year?

Yes_____ No____

5. How helpful has our staff development program been to you?

Very___ Fairly___ Not at all___ Not sure___

6. Have you given any demonstration lessons or helped any of your colleagues to improve this year?

Yes____ No_____

7. Have our staff, area, and block conferences been helpful to you this year?

Yes____ No_____

8. Is our curriculum suited to the needs, interests, and abilities of our students?

Yes____ No____ To a limited degree_____

2

APPENDIX "T " (CONT'D)

9. Does the core curriculum serve as a valuable vehicle for translating the continuity of things for our students?

Excellent____ Above Average_____ Average____ Below Average____

Don't know________

10. In your view, what is the general quality of instruction in our schools?

Excellent_________ Average_________ No Opinion______

Above Average_________ Below Average_______

Indicate below the type of problems you have had this school year.

	None	Slight	Serious
11-Students' behavior			
12-Students' motivation			
13-Students' ability			
14-Class size			
15-Securing materials & supplies			
16-Securing A.V.I. equipment			
17-Securing auxiliary assistance			
18-Securing clinical assistance			
19-Securing supervisory assistance			
20-Relations with staff members			
21-Relations with parents			
22-Relations with community			

APPENDIX "T " (CONT'D)

How often and how effectively have you used the following?

	Effective		Ineffective	
	Often	Seldom	Often	Seldom
23-Core teaching				
24-Team teaching				
25-Small-group instruction				
26-Individualized instruction				

Plance an "X" in the appropriate box below.

	V.Useful	Slightly Use.	Not Useful
27-Teacher specialist			
28-Guidance Counselors			
29-Social Workers			
30-Psychologists			
31-School Nurse			
32-A.V.I. Personnel			
33-Area specialists			
34-Block supervisor			

35-How responsive are the parents you contact?

Very responsive______ Fairly responsive______ Not responsive____

36-In your view, have we encouraged parent interest in the intellectual and emotional growth of their children?

Yes______ No______ Not sure_______

37-Do you plan to teach in this school next year?

Yes______ No_______ Don't know______

APPENDIX "T^2" (CONT'D)

38-Would you recommend a friend to work in our school?

Yes______ No______ Not sure______

39-How do you view the following relationships?

	Excellent	Good	Fair	Poor
40-Teachers & other staff members				
41-Teachers & students				
42-Teachers and parents'				
43-Teachers and counselors				
44-Teachers and consultants				

What is your opinion of the following change trends in our school?

	Excel.	Good	Fair	Poor
45-Students' rate of progress in English and L. A.				
46-Students' rate of progress in Math				
47-General student academic development				
48-Students' attitudes toward school				
49-Students' social development				
50-Students' self-image				
51-Parents' interest in education				
52-Students' social development				
53-Students' aspirations				
54-Parental school involvement				
55-School community relations				

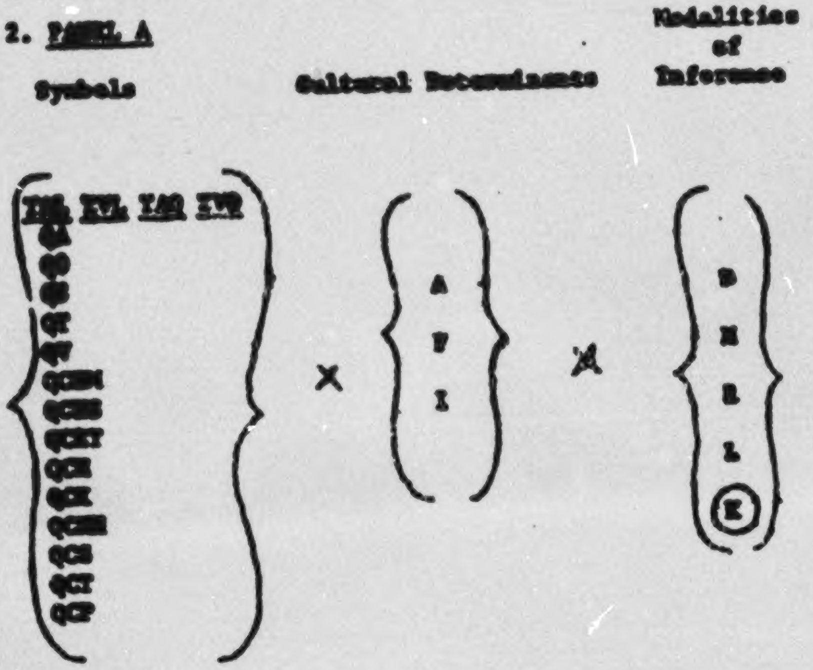
APPENDIX "U"

The following program is designed to provide an introduction to the language of cognition style. To insure maximum effectiveness from a workshop of this type, you must know the proper uses for the elements on the cognitive style map.

Your resource consultants ask that you work through these program frames before the pending session of the workshop this evening. Please write all answers on the program. A cardboard strip has been provided in each program. As you progress from frame to frame, the correct answer can be found in the right margin of the following frame. Simply slide the cardboard strip down to expose each correct response.

1. This program is designed to provide an introduction to the language of cognitive style. It is to be used as a preparation for a total learning experience. When you have completed the program you should be able to write the correct name for each of the elements on a cognitive style map. It is not assumed that you will have a complete understanding of Cognitive Style or the mapping process. However, you will know the basic vocabulary of cognitive style so that we'll be "speaking the same language" when we begin work.

2. PANEL A



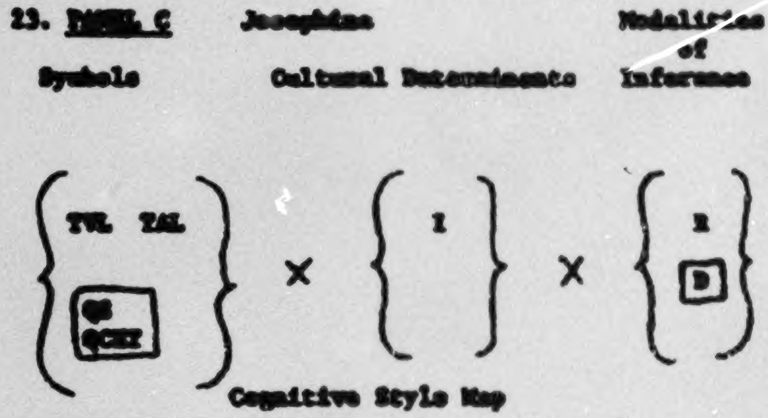
COGNITIVE STYLE MAP

3. Panel A is a cognitive style map. The map is divided into three SETS. Each set contains groupings of letters which are called ELEMENTS. The first SET shown on the map is the SET of symbols. The SET of symbols contains 18 ELEMENTS. The letters in each of these 18 ELEMENTS stand for a proper name of the ELEMENT. When you complete this program, you will be asked to write the proper name for each ELEMENT in each of the 3 SETS on the cognitive style map.

4. The second set on the cognitive style map is the set of Cultural Determinants. This set contains three elements. The letters A, F, and I in the set of cultural determinants all have proper names. Each of these letters, A, F, and I, is called an E________ in the set of cultural determinants.

5. The third set shown on the cognitive style map is the set of Modalities of Inference. In this set there are five letters representing five different elements. The letters, D,M,R,L and K are all elements in the S____ known as Modalities of Inference.	4. Element
6. Panel A shows a complete cognitive style map—one with all 26 elements. For the purpose of learning the proper name for each of the elements in the 3 sets the program provides a series of cognitive style maps. Each map will introduce some of the elements until you have a proper name for each element in each set. We will begin with Panel B Joe's map.	5. Set
7. PANEL B JOE Symbols: {TVL TAL} × Cultural Determinants: {I} × Modalities of Inference: {R} Cognitive Style Map	
8. Joe's map shows two elements, TVL and TAL in the set of symbols. I is the element in the set of cultural determinants. In the set of Modalities of Inference the __________ shown is R.	
9. The set of symbols contains two types of elements. Those which are shown on Joe's map are the elements known as Theoretical symbols. Theoretical symbol elements begin with the letter T. The letters TAL and TVL stand for T____________ symbol elements.	8. element
10. Words and numbers are examples of Theoretical symbol elements. The theoretical means that they are symbols which stand for something else. The word car stands for the actual thing you drive to work. These theoretical elements (TVL and TAL) are in the first __________ on the cognitive style map.	9. Theoretical
11. In the set of symbols a word is one type of Theoretical symbol. On a cognitive style map Linguistic (L) is used to represent the theoretical word elements. An element which contains the letters T and L is known as a T (theoretical) L (____________) element.	10. set

12. Words or Theoretical (T) Linguistic (L) symbols may be either written (Visual symbols) or spoken (Auditory symbols). The element TVL shows a (T)theoretical (V)visual (L)linguistic symbol. The element TAL shows a (T)theoretical (A)__________ (L) linguistic symbol.	11. linguistic
13. TVL, the theoretical visual linguistic element refers to words that are visual or written words. TAL, the theoretical auditory linguistic element refers to auditory or spoken words. TVL, the __________ __________ __________ element is defined as written words. TAL, the __________ __________ __________ element is defined as spoken words.	12. auditory
14. In the set of cultural determinants on Joe's cognitive style map the element I refers to Individuality. The person's cultural pattern of making assessments or decisions alone is shown in the second set on the map by the single letter _____.	13. theoretical visual linguistic; theoretical auditory linguistic
15. The person with an I element on his map may prefer to work or study alone, making or being responsible for his own decisions. The I element in the set of cultural determinants refers to the word __________.	14. I
16. Write the proper name of the two elements shown on Joe's cognitive style map in the set of symbols. __________ __________	15. Individuality
17. In the second set, Cultural Determinants, one way an individual may define his role is to make assessments and decisions alone. This element on the cognitive style map is shown by the letter _____, which refers to the word, __________.	16. theoretical visual linguistic; theoretical auditory linguistic
18. To understand how to read a cognitive style map it is important to understand the relationship among the various elements on the map. Thinking about relationships is one of the characteristics of the element R in the third set on Joe's map. In the set of Modalities of Inference the letter ____ refers to relationship.	17. I Individuality

19. The person using the relationship process wants to have a great deal of information to understand how things interrelate. This thought process is known as the ________ element and is shown on the map by the letter ___.	18. R
20. The letters TAL and TVL in the set of symbols and the letter I in the set of cultural determinants are known as E________ on a cognitive style map.	19. Relationship R
21. In the set of Modalities of Inference on Joe's cognitive style map, the R refers to the ______________element. This element is characterized by the thought process of gathering a great deal of information to understand how things relate.	20. Elements
22. Joe's map has provided an introduction to 4 elements on a cognitive style map; 2 in the set of symbols, and one in each of the other sets, Cultural Determinants and Modalities of Inference. Make certain you can write the proper name for each of these elements before you move on to another map. TVL__________, I______, TAL__________, R________________	21. relationship
23. PANEL C Josephine  Modalities of Inference Symbols Cultural Determinants TVL TAL QS QCET × I × R D Cognitive Style Map	22. theoretical visual linguistic; theoretical auditory linguistic; individuality; relationship -- Any errors, rework frames 8 to 21.
24. Josephine's cognitive style map shows two types of symbol elements in the set of symbols. The first are (T) Theoretical symbols, TVL and TAL. QS and QCET are (Q) Qualitative symbols which present attributes or qualities of the thing itself. Both kinds of elements are contained in the cognitive style ________ known as symbols.	

25. The (Q) qualitative symbols beginning with just Q (Rather than QC) shows Josephine deriving meaning from the senses. In element QS the S means Savory. Thus the element which shows her deriving meaning from her sense of taste is shown on the map by the letters ___ ____.	24. set
26. The element QS on Josephine's map indicates she derives meaning from a variety of tastes. She can probably distinguish tastes well and would be a good person to ask if you want to know what seasonings are in your food. In this element the Q refers to Qualitative and the S refers to __________.	25. QS
27. Those elements in the set of symbols which begin with the letters QC are called Qualitative Code elements. On Josephine's map in the set of symbols the element QCET is introduced. This element, QCET, is called Q__________ C____________ Ethic.	26. Savory
28. In the element QCET, Qualitative Code Ethic, the Ethic refers to Josephine's commitment to a particular code or set of values. If you have a particular set of values that you follow then the element for ethic __ __ __ __ would appear on your map.	27. Qualitative Code
29. The element QS on Josephine's map is called __________ ___________ and refers to her sense of taste.	28. QCET
30. In the set of symbols the element that refers to Josephine's commitment to a set of values is shown by the letters, QCET. The name of this element is ____________.	29. Qualitative Savory
31. The letter D represents the new element in the set of Modalities of inference. The D refers to the thought process of noting Differences. In looking at the cognitive style map you may already have noticed the Difference between the single letter elements in the second and third sets and the elements in the set of symbols which contain more than one letter. This process of noting the D___________ is shown by the letter D in the set of Modalities of Inference.	30. Qualitative Code Ethic
32. The element on the cognitive style map which represents the process of noting differences is shown by the letter ___	31. Differences

33. Josephine's map shows 4 elements in the set of symbols. Write the correct name for each of these elements.

TVL ____________________ QS ____________________

TAL ____________________ QCET ____________________

32. D

---

34. Write the correct name of the D element on the cognitive style map.

____

33. Theoretical Visual Linguistic; Theoretical Auditory Linguistic; Qualitative Savory; Qualitative Code Ethic

---

35. The element on Josephine's map in the set of cultural determinants illustrates how you are probably working on this program. The proper name for this element, I, is ____________________.

34. Difference

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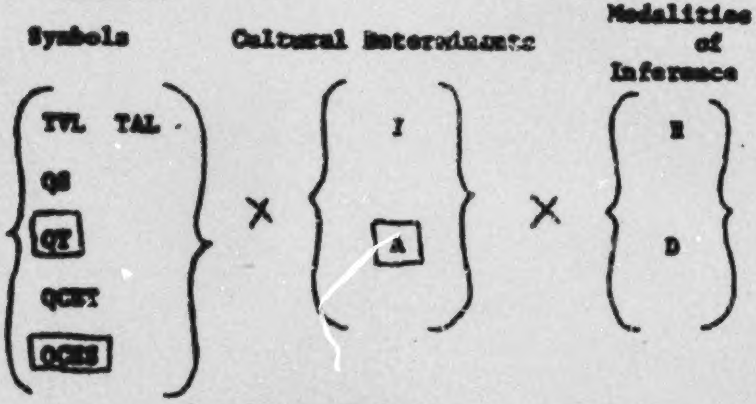
36. PANEL D Sam



Cognitive Style Map

35. Individuality

** Review program to check correct names for elements introduced, before study of Panel D, Sam's Map.

---

37. On Sam's map (Panel D) the (Q)Qualitative symbol for the sense of touch (T) has been added. Since it is one of the senses, it is shown as a Q rather than a QC element. The element representing the sense of touch is called Qualitative Tactile and is represented in the set of symbols by the letters ____ ____.

38. The elements QG and QT in the set of symbols on Sam's cognitive style map, show Sam's use of two of his senses. In addition to using his sense of taste (QG) Sam uses his Tactile abilities to distinguish objects by touch. This ability to derive meaning through the sense of touch, shown by the letters QT is called __________ __________.	37. Q.T.
39. That which is beautiful to an individual is often said to be ESthetically pleasing. Sam's map shows that he has an appreciation of the beautiful. This is shown in the set of symbols by the letters which show Qualitative Code ESthetic, QC __ __.	38. Qualitative Tactile
40. Sam's appreciation for beauty may include enjoyment of beautiful paintings, music, scenery, or even beautiful people. If Sam tells you about how he stopped to enjoy the sunrise when he was driving home one morning he would be talking about an experience where he was deriving meaning through QCES, Q__________ ________ __________.	39. QCES
41. The element QT in the set of symbols on Sam's map is called __________ __________. The element refers to Sam's ability to derive meaning through touch.	40. Qualitative Code Esthetic
42. Sam's appreciation for beauty is shown on his map by the element QCES which is called __________ ______ __________.	41. Qualitative Tactile
43. The set of Cultural Determinants on Sam's map shows that in addition to making assessments and decisions alone (I) Sam is also sometimes influenced by his Associates (__).	42. Qualitative Code Esthetic
44. This interaction with his peer group or others seen as Associates is important to Sam in his process of deriving meaning. If Sam told you about the beautiful sunrise he saw but said that he couldn't really enjoy it because there was no one to share it with, you would know that his appreciation for beauty (QCES) was interacting with what other element on his map?	43. A
45. The following behaviors are examples of each of the elements on Sam's map. Write the correct name of each element. (TAL) 1. Sam enjoys listening to lectures or taped speeches __________ (QT) 2. When buying wood to build a bookshelf, Sam carefully feels the texture of each piece__________ (A) 3. When he was thinking about buying a car Sam asked several of his friends to look at and give their opinions on cars he was considering.__________	44. Associates or A

45. (Continued)

(QS) 4. When Sam is cooking we always say he eats more during the tasting process than we do at the dinner table. ______

(D) 5. When Sam was telling me about this week's TV show he made sure to tell me how it was different from last week's show. ______

---

46. Write the correct name for each of these elements:

R
TVL
QCET

45. 1. Theoretical Auditory Linguistic
2. Qualitative Tactile
3. Associates
4. Qualitative Savory
5. Difference

---

47. If you have written the correct name for each of the elements on Sam's map, it is time to move on to Samantha's map to see what new and exciting elements have been added. See Panel E.
If there are any elements you missed, go back and review them before going on.

46. Relationship; Theoretical Visual Linguistic; Qualitative Code Ethic

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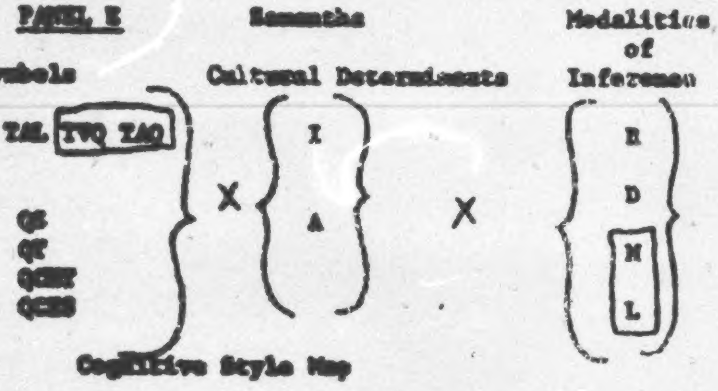
48.



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49. TVL and TAL in the set of symbols on Samantha's map are (T) theoretical symbols. The L means Linguistic and refers to words. The V in TVL means ______ and refers to written words. The A in TAL means ______ and refers to spoken words.

---

50. As you can see two new theoretical elements have been added to this map. They include both (T) theoretical (V) Visual and (T) theoretical (A) auditory. However rather than being (L) linguistic symbols they are (Q) quantitative symbols. The (Q)quantitative refers to numbers. Thus, TVQ Theoretical Visual Quantitative means written numbers. TAQ T______A______Q______ means spoken numbers.

49. Visual
Auditory

51. The difference between the TAQ and TVQ elements and the TAL and TVL elements is that the elements ending in Q refer to numbers rather than words. We call these elements Quantitative rather than linguistic. The two new theoretical elements on Samantha's map are named:

TVQ ____________ ____________ ____________

TAQ ____________ ____________ ____________

50. Theoretical
Auditory
Quantitative

52. Samantha's map shows the same two elements in the set of cultural determinants that Sam's map did. Those elements are:

I ________________, A ________________.

51. Theoretical
Visual
Quantitative;
Theoretical
Auditory
Quantitative

53. In the set of modalities of inference another element has been added to Samantha's map. The element M is named Magnitude and refers to a thought process which uses categorizing, labeling, refering to a fixed standard or norm. The letter M on this map stands for the cognitive style element named ________________.

52. Individuality
Associates

54. Many people when they receive a new information try to find a way to categorize it according to their previous standards. This process of categorizing or labeling new information tends to give it order. That Samantha uses this process is seen by the element ___ in the set of Modalities of Inference on her map. The name given to this element is ________________.

53. Magnitude

55. Two of the other elements of the set of modalities of inference have already been discussed. We know that R stands for ________________ and D for ________________. The M has just been defined as ________________ magnitude.

54. M
Magnitude

56. Samantha's map contains all four theoretical symbols. Write the correct name-

TVL ________________ ________________

TAL ________________ ________________

TVQ ________________ ________________

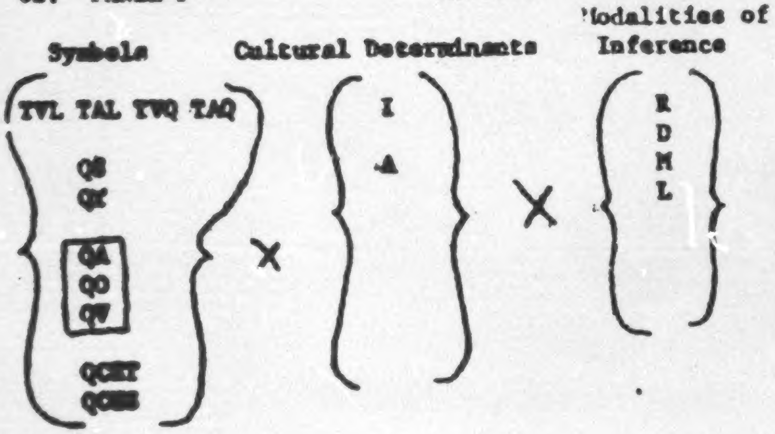
TAQ ________________ ________________

55. Relationship
Difference

57. The element M in the set of Modalities of Inference is called ______________.	56. Theoretical Visual Linguistic-written word; Theoretical Auditory Linguistic-spoken word; Theoretical Visual Quantitative- written number; Theoretical Auditory Quantitative-spoken number
58. Samantha's map contains another element in the set of Modalities of Inference, L. This element is called Appraisal Inferential and shows that the other three elements are present on the map. The element which shows that Samantha may use R,D, and M equally is the element_____.	57. magnitude
59. Since Samantha has the L on her map we may say that she is Appraisal Inferential. When she is thinking about new information she may use either the R, the D, or the M process. Or she may go through all three processes before making a decision. This process known as __________ __________ is shown on her map by the element ____.	58. L
60. The following are examples of reasoning patterns shown in the Modalities of Inference. Put the correct name for each element in front of the example. (D) 1. Samantha is learning how to ride a motorcycle. In order to show her how to operate it her friend is explaining how each operation is different from that of her car. ______________ (M) 2. Samantha has heard a record belonging to a friend. After listening carefully she has decided that the music is Blues of the 1940's. ______________ (L) 3. Samantha is having trouble finding a new apartment. She has considered how each new place she finds is different from her present apartment and she has categorized each by price. She is presently considering the location of her to her job, shopping areas, convenience in parking and many other factors. ______________ (R) 4. Samantha is considering taking an evening course in art. However, she is concerned as to how this will relate to other courses she has taken or may take in the future.	59. Appraisal Inferential; L
61. With Samantha's map we have been introduced to all four theoretical elements in the set of symbols. Since these elements are basic to our educational system, it is important that you have a clear understanding of them. If you don't, refer back in the program for review. Most of the Modalities of Inference elements are present on Samantha's map. We're beginning to get a complete picture. Refer now to Panel F and look at the new qualitative elements which have been added to Roberta's map.	60. 1. Difference 2. Magnitude 3. Appraisal Inferential 4. Relationship

APPENDIX "U" (CONT'D)

62. PANEL F Roberta



Cognitive Style Map

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63. In the set of symbols we know that there are two types of symbols. Those that are representative of the real thing are known as theoretical symbols. Those which present qualities or attributes of the thing are called Qualitative symbols. The elements which are theoretical symbols all begin with the letter ___. Those which are Qualitative begin with the letter ___.

---

64. Three new qualitative elements have been added to Roberta's map showing that she uses each of the five senses. We know that QS is Qualitative Savory and QT is Qualitative Tactile. Write in the element from her map which correspond to each of the new symbols.

Qualitative Auditory ___ ___
Qualitative Olfactory ___ ___
Qualitative Visual ___ ___

63. T
Q

---

65. With QV, like QA, it is important to remember that this is a Qualitative, not a Theoretical symbol. Roberta enjoys looking at pictures and movies and she notices how people look. When she is doing this Roberta is using her QV, ______ ______.

If she were enjoying listening to music she would be using her Qualitative Auditory, shown on the map by the letters ___ ___

64. QA
QO
QV

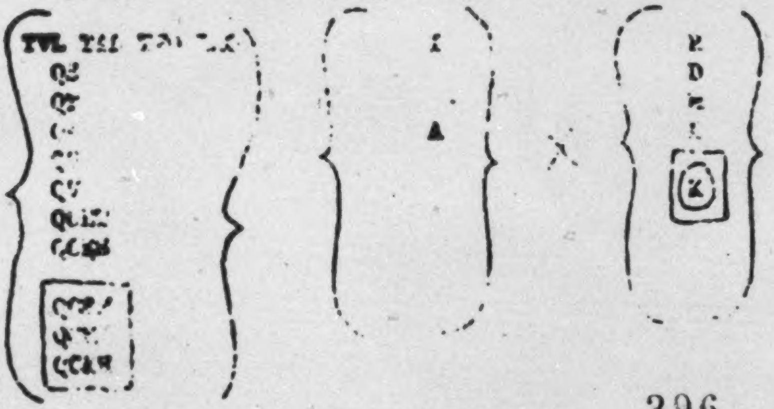
---

66. Olfactory is the sense of smell. By using her Olfactory (sense of smell) Roberta is able to tell what is for dinner without looking in the kitchen. Sometimes she identifies different places by their smell. The element on the map which shows Roberta deriving meaning from her sense of smell is Q ___.

65. Qualitative
Visual;
QA

67. The qualitative elements that were on Samantha's map and are now seen on Roberta's are QS and QT. QS is _______ _________, and QT is ________ _______________.	66. O
68. Roberta's map also contains 4 elements in the set of modalities of inference. The correct name for each of those elements is: R______________, D______________, M_________, L________	67. Qualitative Savory; Qualitative Tactile
69. All 5 Qualitative elements relating to the 5 senses are shown in the set of symbols on Roberta's map. They are: QS______________ ______________ QT__________ __________ QA______________ ______________ QO__________ __________ QV______________ ______________.	68. Relationship; Difference; Magnitude; Appraisal Inferential
70. There are two qualitative code elements on Roberta's map. They are: ___ ___ ___ ___ and ___ ___ ___ ___ Refer **Panel F**	69. Qualitative Savory; Qualitative Tactile; Qualitative Auditory; Qualitative Olfactory; Qualitative Visual
71. By now you should know the names of the elements on the map. There are more elements to be added. So let's look at another student map, Bob, Panel G .	70. QCET QCES

72. **PANEL G** Bob



Cognitive Style Map

73. On Bob's map 3 new qualitative elements are shown in the set of symbols. These elements beginning with the letters ___ ___ are known as Qualitative Code elements.	
74. When a person can identify with or feel that they can experience another person's feelings, they are said to be EMpathetic. Bob's map shows that he is able to do this and derives meaning this way. EMpathy, the ability to identify with another person's feelings is shown with the Qualitative codes on the map by the element QC___ ___.	73. QC
75. The Qualitative Codes QCK and QCKH sound similar when pronounced—QCK- Kinesics and QCKH-Kinesthetics. Since they mean different things it is important to distinguish between them. Kinesics is the ability to receive meaning through use of non-verbal communication or body language such as facial expressions or gestures. Kinesthetics is motor skill abilities such as athletic abilities and finger dexterity. QCK is ______________________ QCKH is ______________________	74. QCEM
76. If Bob told us that he enjoyed sports and played a great deal we would say that he had QCKH __________ __________ __________. If he added that he could identify with the feelings of the members of the other team when that team lost the game, we would expect to see the element empathy, QC ___ ___ to be on his map.	75. Kinesics Kinesthetic
77. Write the correct name for each of the new qualitative code elements that have been added to Bob's map. QCEM __________ __________ __________ QCK __________ __________ __________ QCKH __________ __________ __________	76. Qualitativ Code Kinestheti QCEM
78. The element in the set of Modalities of Inference on Bob's map which represents the use of the deductive thought process is the Ⓚ. When Bob is using logic or doing math problems, he is probably using the deductive element, ___.	77. Qualitative Code Empati Qualitative Code Kines Qualitative Co Kinesthetics
79. Bob has to decide what new car to buy. He knows that the rule is that American cars are superior to all foreign models. Therefore, if he is left with the choice of deciding between a Ford and a Mercedes Benz his decision is clear. Bob will buy the Ford. In making this decision Bob was using his deductive modality of inference which is shown on the map by the letter ___.	78. Ⓚ

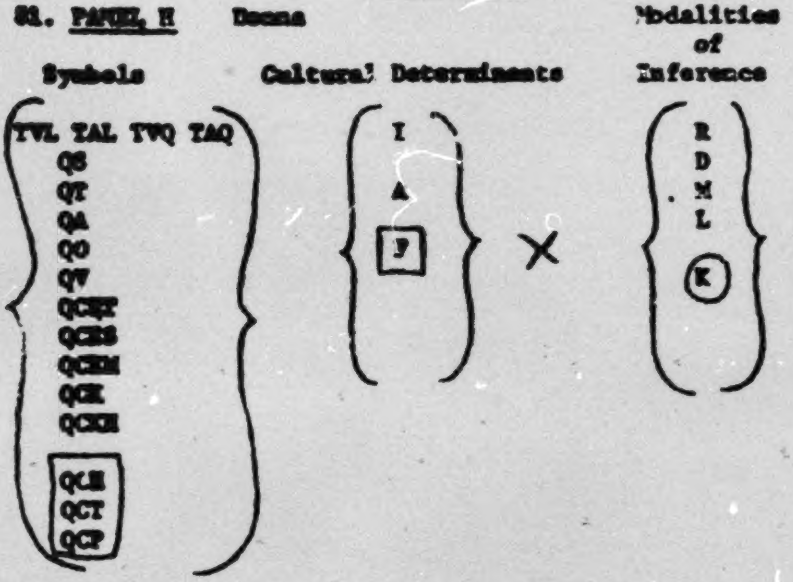
80. Write the correct name of each of the elements in the set of Modalities of Inference.

M:______________, D:______________, R:__________________

L:______________ (K): ____________________

---

81. PANEL H Donna



Cognitive Style Map

80. Magnitude; Difference; Relationship; Appraisal Inferential; Deductive

Elements in Modalities of Inference are now complete. If you need review, refer to the appropriate program frames.
Refer now to Panel H to complete another set.

---

82. A third element has been added to the set of Cultural Determinants on Donna's map. This element, F, refers to Family. Previous maps have shown individuals who make assessments and decisions alone (I) or who are influenced by Associates (A). In Donna's case the F shows that she would also be influenced by her ______________.

---

83. When an individual is influenced by the family, "family" is whomever the individual sees as family. Donna is married and has two children. When she discusses things with her family, it is with her husband and children. Don, however, is 19 and lives at home with his mother and grandmother. They are his "Family" influence. The element on the map which shows this family influence is _____.

82. family

---

84. Donna's map shows the complete set of Cultural Determinants. Write the correct name of each of the elements in this set.

I: ______________, A: ______________, F: ______________

83. F

85. Donna's map contains three additional Qualitative Code Elements almost completing the set of symbols. The first designatesbehavior we all hope are easy to spot in our students. Qualitative Code Histionic refers to artificial or staged behavior. This behavior is deliberate and designed to produce a particular effect. This element, defined as staged behavior, is shown on the map with the letters ___ ___ ___.	84. Individual ; Associates; Family
86. When we see the QCH on Donna's map we expect that she is good at pretending or acting. She might also be good at "acting" in the classroom to get some reaction from the teacher. This staged behavior is shown with the element QCH which means ____________ __________ ____________.	85. QCH
87. The fact that Donna stages behavior to produce some effect does not say that she is successful in getting what she wants. If Donna is successful in influencing others we say she is Transactional and show this on the map by the element QCT. The ability to maintain positive interaction to influence another person is the definition of Qualitative Code ____________.	86. Qualitative Code Histrionic
88. Related to being able to positively influence others is the ability to judge the appropriate social and physical distance between oneself and another person. This ability is called Proxemics and is shown on Donna's map by the element QC ___.	87. Transactional
89. If Donna is able to successfully determine how close socially she can come to her teacher, whether she can call him by his first name or not, whether she can discuss personal concerns without embarassing him, we say she has Q______________ C______________ P______________. If she is also successful in influencing him to be particularly helpful to her she also has Q______________ C__________ T______________.	88. QCP
90. Qualitative Code Histrionics is shown on Donna's map by the element ___ ___ ___.	89. Qualitative Code Proxemics; Qualitative Code Transactional
91. Write the correct element as shown on the map for each: Qualitative Code Transactional ___ ___ ___; Qualitative Code Kinesthetic ___ ___ ___; Qualitative Code Empathy ___ ___ ___; Qualitative Code Proxemics ___ ___ ___.	90. QCH

APPENDIX "U" (CONT'D)

92. The three sets on the cognitive style map are almost complete. The last element is added to the set of symbols on Don's map, Panel I. This map shows you what a complete map, with all the elements looks like.

91. QCT
QCKH
QCEM
QCP

---

93. PANEL I Don

Symbols Cultural Determinants Modalities of Inference

$$\left\{\begin{array}{c} TVL\ TAL\ TVQ\ TAQ \\ QS \\ QT \\ QA \\ QO \\ QV \\ QCET \\ QCES \\ QCEM \\ QCK \\ QCKH \\ QCH \\ QCT \\ QCP \\ \boxed{QCS} \end{array}\right\} \times \left\{\begin{array}{c} I \\ A \\ F \end{array}\right\} \times \left\{\begin{array}{c} R \\ D \\ M \\ L \\ \textcircled{K} \end{array}\right\}$$

Cognitive Style Map

---

94. This last element in the set of symbols, Qualitative Code Synnoetics is defined as knowledge of oneself. Don says he knows himself and this is shown on his map by the element Q__________ C______ S__________.

---

95. If Don can generally predict how well he will do in class or on a test, he probably knows himself fairly well. He may also be able to tell how well he will do in an activity he has never participated in before. If he is able to do this he is showing ___ ___ ___.

94. Qualitative Code Synnoetics

---

96. A Cognitive Style Map is composed of three related sets, the first of which is the set of symbols.
There are two types of symbol elements, Theoretical and Qualitative. The 4 theoretical elements are

___ ___ ___ , ___ ___ ___, ___ ___ ___, ___ ___ ___

95. QCS

97. There are 9 Qualitative Code symbol elements on the Map. Check your memory of these symbol elements by matching the element with its name.

___1. QCET a. Qualitative Code Esthetic
___2. QCS b. Qualitative Code Proxemics
___3. QCES c. Qualitative Code Histrionic
___4. QCK d. Qualitative Code Ethic
___5. QCP e. Qualitative Code Kinesthetic
___6. QCEM f. Qualitative Code Empathy
___7. QCH g. Qualitative Code Synnoetic
___8. QCKH h. Qualitative Code Transactional
___9. QCT i. Qualitative Code Kinesics

96. TVL
TAL
TVQ
TAQ

---

98. The second set on the Cognitive Style Map, Cultural Determinants, contains 3 elements. The correct name for each element is:

I:\________________; A:\______________,F:\______________

97. 1.d
2.g
3.a
4.i
5.b
6.f
7.c
8.e
9.h

---

99. The set of Modalities of Inference shows elements which are named:

	Show the letter which corresponds
Difference	____
Appraisal Inferential	____
Magnitude	____
Dialective	____
Relationship	____

98. Individuality
Associates
Family

---

100. You now have studied and reviewed the names of the elements on a Cognitive Style Map. You know that a map is composed of three sets.
Study Don's map. If there are any elements of which you are uncertain, review them in your program. If you do not need review, proceed with the remaining frames.

99. D
L
M
Ⓚ
R

APPENDIX "U" (CONT'D)

101. Write the correct name of each of the elements on the Cognitive Style Map.

SYMBOLS

TVL ______________________________

TAL ______________________________

TVQ ______________________________

TAQ ______________________________

QS ______________________________

QT ______________________________

QA ______________________________

QO ______________________________

QV ______________________________

QCET ______________________________

QCES ______________________________

QCEM ______________________________

QCK ______________________________

QCKH ______________________________

QCH ______________________________

QCT ______________________________

QCP ______________________________

QCS ______________________________

CULTURAL DETERMINANTS I: ____________________

A: ____________________ F: ____________________

MODALITIES OF INFERENCE R: ____________________

D: ____________________ M: ____________________

L: ____________________ K: ____________________

Check answers on last page.

---

102. You now understand the language of cognitive style and can read the elements on a map. Congratulations! That's a lot. Now that you know the correct name of each element, we can begin to work through the understanding of cognitive style and interpreting maps.

101 Answers

SET I - SYMBOLS

Theoretical Symbols:

TAL - Theoretical Auditory Linguistic
TAQ - Theoretical Auditory Quantitative
TVL - Theoretical Visual Linguistic
TVQ - Theoretical Visual Quantitative

Qualitative Symbols:

QA - Auditory
QO - Olfactory
QS - Savory
QT - Tactile
QV - Visual
QP - Propensceptive
QCEM - Code-emphathetic
QCES - Code-esthetic
QCET - Code-ethic
QCH - Code-histrionic
QCK - Code-kinesics
QCKE - Code-kinesthetics
QCP - Code-proxemics
QCS - Code-synnoetics
QCT - Code-transactional

SET II

Cultural Determinants:

F - Family
A - Associates
I - Individualism

SET III

Modalities of Inferences:

M - Magnitude
D - Difference
R - Relationship
L - Appraisal
Ⓚ - Deductive

APPENDIX "V"

INTRAVISITATION DURING UNASSIGNED PERIOD

(Classroom Teachers Agreement 1963-65)

Nature of the Grievance:

A junior high school teacher is aggrieved in that he believes that participation in an intravisitation program on one occasion during his unassigned period violates Article IV 2b, which relates to the establishment of unassigned periods.

Relevant Considerations-Findings:

The principal has authority to direct the use of unassigned periods to activities related to preparation for instruction so long as such assignments do not constitute an unreasonable intrusion upon time available to the teacher to use as his professional needs dictate. As visitation designed to improve teaching ability is allied to preparation for instruction, authority is seen here for the action of the principal in the present case. And since the grievant was directed to "visit" another class during one unassigned period only, there is no question as to the reasonableness of the principal's action.
Grievance DENIED.

ST 24 1964-5

Reference: DE-15-64-74

APPENDIX "V" (CONT'D)

Parents Questionnaire

This form is to be answered by the guardian of the below named child. The information requested will help us to identify how you feel about our school and the type of school you would like for your child.

Child's Name: ______________________________ Grade: __________

Your Relation to Child: ______________________________

Please answer the questions below about your child and our school.

1. How long has your child been in District 12 schools?

1 yr ____, 2 yrs ____, 3 yrs ____, 4 yrs ____, 5 yrs ____

2. How many P.A. meetings have you attended this year?

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

3. How often have you visited school this year?

1-3 times ____ 4-7 times ____ 9-12 times ____ 13 or more ____

4. Why have you visited school this year?

1. Requested most ________ 2. Voluntarily most ________

3. Requested & Voluntary ______

Mark an "X" in the appropriate box below:

	Agree	Disagree	No opinion
5. The principal and staff are friendly and helpful			
6. The school is run well.			
7. I inspect student work on display in our school.			
8. The children in our school behave normally for their age group.			

APPENDIX "V" (CONT'D)

	+Agree	Dis-agree	No opinion
9. The atmosphere in our classes is good.			
10. In my opinion the supervisory staff in our school affords support and direction to our teachers.			

For these next items mark an "X" in one of the boxes next to each to show if your child has improved during this school year. Also indicate your satisfaction or dissatisfaction with the progress realized.

Satisfied	Yes	No	Dissatisfied
11-Reading			
12-Mathematics			
13-Vocabulary			
14-Speaking			
15-Getting along with school staff			
16-Relating to classmates			
17-Adjusting at home			
18-Respecting the rights of others			
19-Showing an interest in school			
20-Discussing school at home			
21-Showing an interest in reading			
22-Wanting to come to school			
23-Planning what he/she would like to be			

24-How do you compare I.S. 158 with other schools your child has attended

1-Better __________ 3-Worse __________

2-About the same __________ 4-Don't Know __________

APPENDIX "V" (CONT'D)

Does this school offer enough of the following services?

		Yes	No	Don't Know
25.	Guidance			
26.	Remedial help			
27.	Extra Curricular Activities			
28.	Are you encouraged to take part in school activities?			
29.	Has any member of the school staff visited your home this year?			
30.	Do you plan to become more involved in school activities next year?			

Charles L. Dunn,
Principal

I. S. 158X
800 Home Street
Bronx, N.Y. 10456

APPENDIX "X"

PREFERENCE SHEET

NAME:________________________ DATE:______________

CURRENT ASSIGNMENT:______________________________

EXPERIENCE IN ASSIGNMENT:_________________________

____

1975/76 ASSIGNMENT PREFERENCE

SUBJECT (Show combination of two)	GRADE		*TYPE	SPECIAL QUALIFICATIONS
	1st	2nd		
1st /				
2nd /				
3rd /				

REMARKS:____

____

____

SIGNATURE:______________________

______________DO NOT WRITE BELOW______________

DISPOSITION: SUBJECT AREA:________________________

CLASS:______________ ROOM:__________

*NOTE: "TYPE" REFERS TO CONTAINED, 2 CLASS CLUSTER, 4 CLASS CLUSTER.

- - - - - - - - - - - - TENTATIVE 75/76 CURRICULUM OFFERINGS - - - - - - - - - -

READING
REMEDIAL READING
JOURNALISM
SPELLING/LANGUAGE
DRAMA/SPEECH
LITERATURE

MATHEMATICS
SCIENCE
SOCIAL STUDIES
SPANISH
FRENCH
A.P.R.C.
ART
GEN. MUSIC

CHOIR
INST. MUSIC
ETHICS
HEALTH ED.
PHYS. ED.
TYPING
COOKING

SEWING
GRAPHIC ARTS
WOOD WORK
METAL/ELECTRIC
MATH LAB.

APPENDIX "X" (CONT'D) TABLE 23

Profile of I.S. 158 Staff by Ethnic Distribution, Title, and Years of Experience, 1974 - 1975.

	ETHNIC DISTRIBUTION									
	AFRO AMERICAN			HISPANIC			WHITE			
TITLE	0-1 Years	1-2 Years	3+ Years	0-1 Years	1-2 Years	3+ Years	0-1 Years	1-2 Years	3+ Years	Totals
Supervisors			2						1	3
Teachers		2	14			1	6	1	25	49
Social Worker				1						1
Psychologist									1	1
Secretaries									2	2
Guidance Counselor									1	1
Nurse									1	1
Attendance			1							1
School Aides & Paras			6		2				16	24
Custodial	1					3		2		6
% of staff Prof.		21.2			2.2			42.2		
								20.1		
non-prof.		8.8			5.5					
TOTALS		30.0			7.7			62.3		89

APPENDIX "E"

Student Questionnaire

Your Name______________________Class__________________Age________

We are trying to make our school the type of school which meets the needs of it's students. To do this, we need to know your wishes. To help us, please answer all of the questions below.

1. How long have you been in New York City schools?

1 yr. _____ 2 yrs _____ 3 yrs _____ 4 yrs _____ 5 yrs or more _____

2. How do you feel about school this year?

a. like it more________ b. like it a little ________

c. feel the same ______ d. no opinion______e. like it less____

3. Do you receive extra help in school?

a. usually _____ b. sometimes ______ c. seldom_____ d. never_____

Mark "X" for your answers in the boxes below.

Are you receiving enough help in:	Yes	No	Don't Know
5-Reading			
6-Speaking			
7-Writing			
8-Mathematics			
9-Social Studies			
10-Science			

*APPENDIX "Z" (CONT'D)

	Yes	No	Don't Know
11-Do you receive homework daily?			
12-Will your school work help you later?			
13-Do you know what you want to do when you grow up?			
14-Will your parents' wishes influence what you will do after graduation?			
15-Will you be prepared to do the job of your choice when you grow up?			
16-Do you feel our school is better than other I.S. schools?			
17-Do your parents think our school is better than other I.S. schools?			
18-Do your friends in other schools think I.S. 158 is a good school?			
19-Do your teachers explain to your satisfaction, about class work you don't understand?			
20-Do you like school now better than you used to?			

What kind of person are you? Put an "X" in the box which describes you.

	Often	Seldom	Not at all
21-I respect the rights of others.			
22-I protect the property of others.			
23-I am an independent person.			
24-I do my class and school work.			
25-I study my lessons.			
26-I try to help other people.			

	Often	Seldom	Not at all
27-I like to help other people.			
28-I like to participate in school activities.			
29-I participate in group activities outside of school.			
30-I do my assigned work in and outside of school freely.			
31-I answer questions in class.			
32-I ask for help when I need it in class.			

How do you feel about the things listed below?

	Satisfied	Dis satisfied	Don't care
33-The way you are taught in school			
34-The grades you receive in school			
35-How you get along with your classmates			
36-How your teachers treat you			
37-The way people think you are			
38-How well you read			
39-How other students treat you			
40-Our school community			
41-The progress you are making in school			
42-Could you have learned as much as you wanted this year?			
43-How much you learned this year.			

1.

APPENDIX "Z"

Auxiliary Staff Questionnaire

Program________________________Security______________

Lunchroom________Aide__________Para____________________

Your answer to the questions on this questionnaire will help us to determine how well you think we are doing in our school and the areas in which we should consider change.

Please use an "X" to indicate your answer to each question below.

1. How far did you go in school?

Elementary________ College Courses________

High School________ College Graduate________

High School Graduate__________

2. How long have you been working in District 12?

1 year_____ 2 years _____ 3 years_____ 4 years _____

5 years_____ 6 years or more __________

What do you consider to be some of the good features of our school?

3-Building_____

4-Supervisory Staff_____

5-Teaching Staff_____

6-Curriculum_____

7-Parental involvement______

APPENDIX "Z[1]" (CONT'D)

8-Staff relations_____

9-Assistance to staff_____

10-Supervisory receptivity_____

For those activities listed below, in which you engage, use a "*" to indicate satisfaction with the task and an "X" to indicate dissatisfaction with the task.

11-Hall patrol_____

12-A.V.I._____

13-Lunch duty_____

14-Attendance_____

15-Clerical_____

16-Storeroom_____

17-Accompany classes on trips_____

18-Student guidance_____

19-Individual and group assistance to students_____

20-Project activities_____

21-Language interpreter_____

22-Bilingual assistance to students_____

23-Home visits_____

24-Identify special social and academic needs of students_____

25-Parent interviews_____

26-Parent organizer_____

APPENDIX "Z " (CONT'D)

27-Accompany students on medical visits______

28-Accompany parents on agency visits______

29-Union leadership______

30-Collection and distribution of supplies_____

31-Evaluation of students' progress______

Rate our students as a group on the items noted below by placing an "X" in the appropriate box to the right of each item.

	E	G	S	N.I.	U
32-Peer relationships					
33-Student/teacher relationships					
34-Student attitudes toward school work					
35-Student involvement in learning					
36-Student response to adult directions					
37-Provisions for active student-learning					
38-Student involvement in generating school-wide activities					
39-Student council activities					
40-Student attitudes toward self					
41-School discipline					
42-Student respect for public property					
43-Student initiative					
44-Student self-pride					
45-Student school spirit					

Note: E=Excellent S=Satisfactory
G=Good U=Unsatisfactory N.I.=Needs Improvement

APPENDIX "Z 2"

Teacher's Questionnaire

Your answers to the questions in this questionnaire will help me to determine how well you think we are doing in our school and the areas in which we should consider change. Please answer all the questions.

1. What is your highest degree?

B.S.________ ma_________ Doctorate_________ Other Specify_____________

2. How many years have you been teaching?

1__2__3__4__5__6__7__8__9__10+___

3. How many years have you been teaching in District 12?

1__2__3__4__5__6__7__8__9__10+__

4. Have you taken any(in-service) courses this year?

Yes______ No________

5. How helpful has our staff development program been to you?

Very___ Fairly____ Not at all____ Not sure_____

6. Have you given any demonstration lessons or helped any of your colleagues to improve this year?

Yes______ No________

7. Have our staff, area, and block conferences been helpful to you this year?

Yes______ No________

8. Is our curriculum suited to the needs, interests, and abilities of our students?

Yes______ No________ To a limited degree____

2

APPENDIX"Z "

9. Does the core curriculum serve as a valuable vehicle for translating the continuity of things for our students?

Excellent____Above Average____Average____Below Average______

Don't Know______

10. In your view, what is the general quality of instruction in our schools?

Excellent__________ Average___________ No Opinion_______

Above Average___________ Below Average______

Indicate below the type of problems you have had this school year.

	None	Slight	Serious
11-Students' behavior			
12-Students' motivation			
13-Students' ability			
14-Class size			
15-Securing materials & supplies			
16-Securing A.V.I. equipment			
17-Securing auxiliary assistance			
18-Securing clinical assistance			
19-Securing supervisory assistance			
20-Relations with staff members			
21-Relations with parents			
22-Relations with community			

APPENDIX"Z^{2}"

How often and how effectively have you used the following?

	Effective		Ineffective	
	Often	Seldom	Often	Seldom
23-Core teaching				
24-Team teaching				
25-Small-group instruction				
26-Individualized instruction				

Place an "X" in the appropriate box below.

	V.Useful	Slightly Use.	Not Useful
27-Teacher specialist			
28-Guidance Counselors			
29-Social Workers			
30-Psychologists			
31-School Nurse			
32-A.V.I. Personnel			
33-Area specialists			
34-Block supervisor			

35-How responsive are the parents you contact?

Very responsive______ Fairly responsive_________ Not responsive_______

36-In your view, have we encouraged parent interest in the intellectual and emotional growth of their children?

Yes______ No______ Not sure______

37-Do you plan to teach in this school next year?

Yes______ No__________ Don't Know_______

APPENDIX "Z^{2}"

38-Would you recommend a friend to work in our school?

Yes ________ No ________ Not sure ________

39-How do you view the following relationships?

	Excellent	Good	Fair	Poor
40-Teachers & other staff members				
41-Teachers & students				
42-Teachers and parents				
43-Teachers and counselors				
44-Teachers and consultants				

What is your opinion of the following change trends? in our school?

	Excel.	Good	Fair	Poor
45-Students' rate of progress in English and L.A.				
46-Students'rate of progress in Math				
47-General student academic development				
48-Students' attitudes toward school				
49-Students' social development				
50-Students' self-image				
51-Parents' interest in education				
52-Students' social development				
53-Students' aspirations				
54-Parental school involvement				
55-School community relations				

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APPENDIX "Z "

TABLE 24

Profile of I.S. 158X Staff by Ethnic Distribution, Title, and Years of Experience, 1974-1975.

	ETHNIC DISTRIBUTION									
	AFRO AMERICAN			HISPANIC			WHITE			
TITLE	0-1 Years	1-2 Years	3+ Years	0-1 Years	1-2 Years	3+ Years	0-1 Years	1-2 Years	3+ Years	Totals
Supervisors			2						1	3
Teachers		2	14			1	6	1	25	49
Social Worker				1						1
Psychologist									1	1
Secretaries									2	2
Guidance Counselor									1	1
Nurse			1						1	2
Attendance			1							1
School Aides & Paras			6		2				16	24
Custodial	1					3		2		6
% of Staff Prof.		21.2			2.2			42.2		
Non-prof.		8.8			5.5			20.1		
TOTALS		30.0			7.7			62.3		89.0

APPENDIX "Z"

SUPERVISOR'S EFFICIENCY MANAGEMENT CHECK LIST

Teacher: ______________________ week of: ______________

Period: ______________

Area: ______________

	S	N	U	Dates	Specific suggestions offered to teacher
1. Bulletin Boards (attractive, current reflects pupils work					
2. Classroom program displayed					
3. Grouping, Individualization, Participatory learning					
4. Healthy physical environment (orderly arrangement-free from litter					
5. Classroom decorum					
6. Pupil sign out book in evidence					
7. Teacher and para on hall patrol for passing					
8. Auxiliary personnel actively involved					
9. Pupils free from outer clothing (coats hats, etc.					
10. Pupil Progress charts displayed					
11. Pupil projects in evidence (current)					
12. Pupil folders in evidence (current)					
13. Reading in Content Area in evidence					
14. Passing regulations observed (warning-passing-line-up)					
15. Pupils prepared for work (books, pencils, notebooks)					
16. Text books covered					
17. Book Shelves in order & labeled					
18. Lesson reflects meaningful purpose					
19. Lesson challenging					
0. Teacher preparation reflected					
1. Activities challenging and appropriate					
2. Routines established					
3. Passing routines observed					
4. Teacher receptivity					

upervisory Comments: ______________________________

____

eacher/Para Comments: ______________________________

____

Supervisor's Signature ______________________

XII

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